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ENGLISH 13

SEEING AND BELIEVING



Distance
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MODULE 4

Alberta
EDUCATION

English 13

Module 4

SEEING AND BELIEVING



**Distance
Learning**

Alberta
EDUCATION

English 13
Student Module
Module 4
Seeing and Believing
Alberta Distance Learning Centre
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Welcome to Module 4!

We've included a prerecorded audiocassette with this module. The cassette will help you work through the material and it will enhance your listening skills.

So whenever you see this icon,



turn on your tape and listen.



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MODULE SUMMARY

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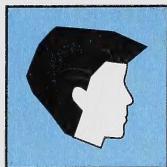
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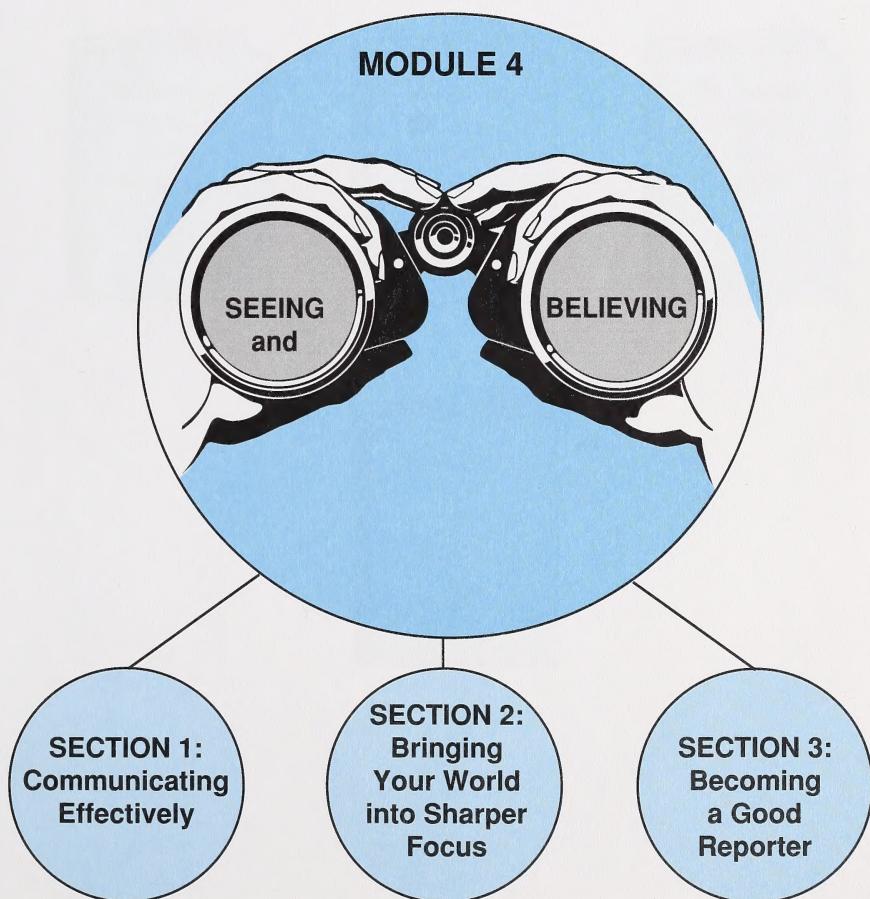
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OVERVIEW



Just imagine if you had to live your whole life without any of your senses – hearing, sight, touch, taste, smell. How would you be able to know anything about the world you live in – without any link, any means of communication? Would you even know you are alive? The fact is, communication is not just a part of English class. You are communicating all the time – that is, the world is communicating with you, whether you like it or not, through your senses. You are both a message-receiver and a message-sender.

In this module, you will examine the communication process, and learn ways to communicate more effectively in the areas of speaking, listening, viewing, and writing. In the last section, you will demonstrate your ability to communicate effectively by writing a report on a subject of your choice.



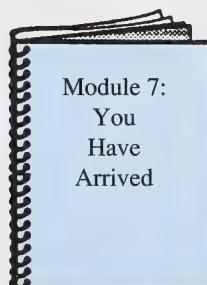
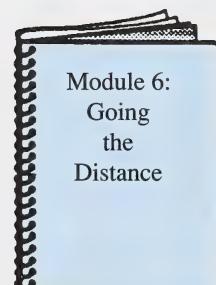
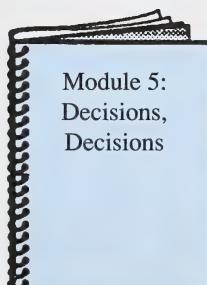
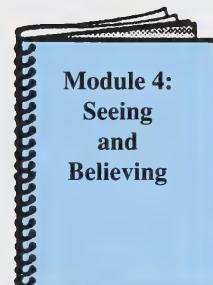
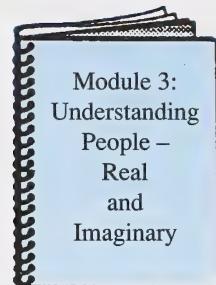
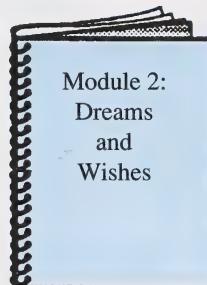
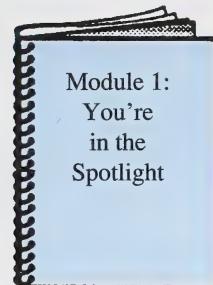
Evaluation

Your mark in this module will be determined by your work in the Assignment Booklet, which contains three section assignments. The mark distribution is as follows:

Section 1 Assignment	30%
Section 2 Assignment	35%
Section 3 Assignment	35%
Total	100%

Course Overview

English 13 contains seven modules.





SECTION 1

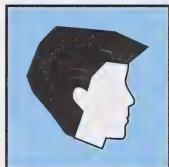
COMMUNICATING EFFECTIVELY



It has often been said that the biggest problem facing our society is the failure of people to communicate. But the real problem isn't lack of communication – if anything, there is too much communicating going on. What is lacking is *effective* communication.

In this section, you will learn what communication is, and you will examine some of the barriers that prevent people from communicating effectively with each other. As well, you will work on ways to enhance your own ability as a communicator. Finally, you will examine the role of mass media in trying to shape your thinking – in its most popular form of communication, television.

Activity 1: The Communication Chain



In order for people to communicate, three things are needed:

- a message, or something to communicate
- a sender, or someone who wants to send the message
- a receiver, or someone to receive the message

If one of these three parts is missing, communication cannot take place. For example, consider a person shipwrecked on a deserted island who desperately wants to communicate. That person has a clear message to send ("Help!"). Unfortunately, there is no one to receive the message. As a result, no communication takes place.



But suppose that he writes a message on a piece of paper, puts it in a bottle, and throws it out to sea. You are a crewmember on a passing ship and you pick up the bottle and take out the note. When you begin to read the note, the *communication chain* is finally completed.

¹ *The Far Side* by Gary Larson is reprinted by permission of Chronicle Features, San Francisco, CA.



What happened to the man on the island?



Nobody knows. You couldn't understand the note.



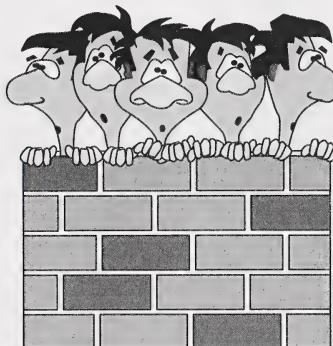
I thought you said there was communication.



Sort of. But there was a problem, as you will see.

Barriers to Effective Communication

Barrier to effective communication: anything that prevents a message from being received and understood



Communication is not the same thing as effective communication. Effective communication takes place when the receiver receives and understands the meaning of the message that the speaker is trying to convey. Unfortunately, there are many barriers that can prevent a message from being properly understood.

Sometimes, the barrier lies with the means of communication. For example, putting a note in a bottle and throwing it in the sea is not the most reliable means of communication. The bottle could break or remain undiscovered. But even reliable technologies can have their problems.

Can you think of a potential barrier to effective communication in each of the following?

- sending a letter _____

- making a phone call _____

- airport runway lights on a foggy day _____

Compare your responses with those in the Appendix, Section 1: Activity 1.



*Wait a second. I **found** the note in the bottle. Why couldn't I understand it?*

Sometimes, the problem lies with the message itself. You see, the message you found wasn't written in English, but in another language you'd never seen before. There was communication, yes – you assumed that somebody was in trouble, but you didn't know what it was or where it was. The language barrier kept you from understanding.



Most of the time, barriers to effective communication are put up by either the sender or the receiver. Usually, the person responsible is unaware of the barrier he or she is putting up. The following activities will help you in breaking down those barriers.

Activity 2: Sending a Clear Message

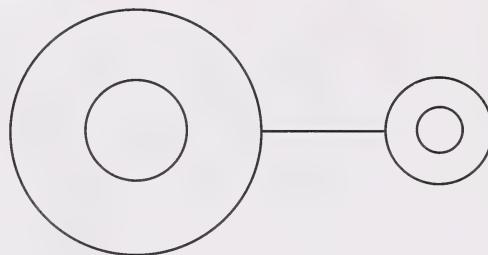


PHOTO SEARCH LTD.

If you want to communicate something, it is important that you make your message as clear as possible. It is not enough for the sender to say, “Well, I know what I mean.” As a sender, you have to put yourself in the receiver’s place. Ask yourself, for example: “What difficulties will the receiver have in understanding my message? How can I make those difficulties disappear?



The following drawing offers an example of an unclear message. The artist, or sender, has done very little to help the viewer, or receiver, understand the message. Can you tell what this drawing is supposed to be?



Two circles are connected to two other circles? Are they the wheels of a car? Dinner plates? Give up? It is supposed to be a person wearing a Mexican sombrero while frying an egg. You didn't understand the message? Why not?

1. Tell the artist, or sender, why you, the receiver, were unable to understand this message.

When it comes to sending messages, the easiest and fastest way is the spoken word. Unfortunately, many people pay little attention to what they say or how they say it. The result is an often-garbled, uninteresting message that the receiver cannot be bothered to piece together.

Speaking Well



2. Think of occasions in your life when you have either spoken aloud in front of other people, or have watched other people speak. What do you think are some of the problems you or other people have in speaking well?

3. Now think of somebody you have seen or heard who is a good speaker. What do you think makes this person a good speaker?

Many people create barriers while they are speaking through their habits of speech and movement. For example, some speakers will say “you know” three times in every sentence. Other speakers will play with their hair, or chew on something, or fidget while they speak. Such habits eventually become annoying and distract the listener from the speaker’s message.

You can look for such habits in the following experiment. Find a candidate for your experiment. Do not tell this person that you are doing an experiment until after you are finished. Try to get the volunteer to talk. For example, ask the person what he or she did last weekend. Or ask for an opinion about a controversial topic. As the person speaks, make a mental note of any habits of speech or of movement. In particular, note any habits which you feel “get in the way” of the speaker’s conversation.

4. Write your findings on the following lines:

Compare your responses with those in the Appendix, Section 1: Activity 2.

Speaking well is a vital first step in conveying your message. After all, if you don't sound as if you care about the message you are sending, why should the receiver or listener care? A good speaker must *want* the listener's attention. You have to show, through your voice and your manner, that your message is worth the listener's attention.



But I've always sounded boring. How am I supposed to change that?



The first step is to know what you should be aiming for when you speak.



Turn to page 307 in *Fast Forward* and read the section entitled "Speak to Me." Stop at the end of page 307.

Relaxation is a good starting point for speaking well. After all, if you're not relaxed, how can you hope to be articulate, expressive, pleasing, or personalized? Before you do any public speaking exercise, you should put your body through a simple relaxation routine, such as the following one:

Do each activity three times.

Take a deep breath. Stretch. Shake your hands. Raise and drop your shoulders. Roll your shoulders. Roll your head in a circle. Open your mouth wide. Move your jaw from side to side. Push your lips out. Rub the muscles of your face with your fingertips.



How's all this going to help me speak better?



If your body is tense, your voice will sound tense. Even your mouth has to be relaxed.



My mouth? How do I do that?



Do you know any tongue twisters?



You mean, like, "She sells sea shells..."?

Articulation: the ability to speak distinctly and effectively

That's right. Tongue twisters are great for developing clear **articulation**. Professional speakers and actors always warm up with a few tongue twisters – to get the lips, the teeth, and the tongue working together properly.



Say the following list of tongue twisters five or six times each as fast as you can.

- Red leather, yellow leather
- Rubber baby buggy bumpers
- She sells sea shells by the sea shore.
- Good blood, bad blood
- Unique New York
- Toyboat
- Lemon liniment

Can you think of any others?

Now that you are relaxed and you have warmed up your voice, do the following activity.





Select one of your Journal entries from an earlier module. Read the entry aloud once, and then again into a tape recorder. Imagine that you are trying to communicate your ideas and feelings to a group of listeners. Afterwards, play back the tape and evaluate yourself according to the five characteristics on page 307 in *Fast Forward*. What is the strongest feature of your vocal presentation? What area do you need to work on?

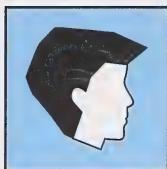


After you have finished, turn to page 308 in *Fast Forward*. With a partner or by yourself, read aloud the conversation at the top of page 308. Read the passage three times, but each time read it differently, in a different style. For example, the first time you could sound calm and reasonable, the second time you might be whining or sarcastic, and the third time you might be hostile and angry. These changes will give you practice in making your voice more expressive.

Before leaving the speaking side of communication, close your textbook for a moment. See if you can remember, without peeking at page 307, the five characteristics of a good speaking voice.

If you had trouble remembering any of the characteristics, then you will probably benefit greatly from the next activity.

Activity 3: Becoming a Better Receiver



No matter how good a speaker you are, no matter how important your message is, your attempts at communication will be ineffective if the receiver of your message, the listener, does not co-operate. Most people do not deliberately try to be bad listeners. They just don't know how to be good listeners.

How would you describe yourself as a listener? Think about a recent conversation you had with a friend or relative. Can you recall any of the topics you discussed? Can you recall anything the other person had to say?



Find out more about your listening ability by turning to page 301 in *Fast Forward*. Read the article entitled, “Your Listening Profile.” Use the space provided for your responses to the questions in the article.



Quiz 1:

Quiz 2:**Quiz 3:****Scoring Key for Quiz 3:**

Now that you have done your listening profile, you may have found that you are not as good a listener as you would like to be. Fortunately, people aren't born good or bad listeners. If you are a poor listener, you can become a better one simply by developing your listening skills. That's right, listening is a skill just like skating or piano playing.



Turn to page 304 in *Fast Forward* and read the article “Set Up Your Listening Ladder.” You will find that there are six rules for better listening.

1. After you have finished reading, sum up in your own words how each rule can help to make you a better listener.

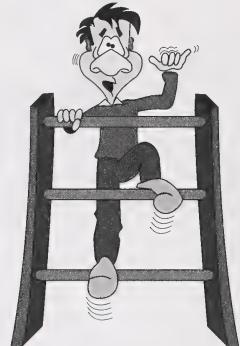
a. Look:

b. Ask questions:

c. **Don't interrupt:**

d. **Don't change the subject:**

e. **Emotions should be kept in check:**



f. **Responsiveness pays off:**

Compare your responses with those in the Appendix, Section 1: Activity 3.

JOURNAL

In your Journal respond to the following idea.

Choose two of the six rules mentioned on pages 304 and 305 in *Fast Forward*. For one day, concentrate on improving your listening skills in these two areas. Afterwards, comment on your efforts in your Journal. Was there any improvement? Did you find any differences in the sort of conversations you had? For example, did you find yourself listening more and talking less? Did you find yourself more interested than usual in what the other person was saying?

The following exercises will enable you to practise the six rules of good listening. For both exercises, you will need a partner.



Exercise A

Let your partner choose a topic that he or she enjoys discussing. Let your partner state his or her opinions about the topic. After each opinion, you continue the discussion, beginning with “Yes, and...” – never “Yes, but...” In other words, show that you are listening by adding helpful opinions to your partner’s side of the discussion. Do not disagree, no matter how much you want to.

Exercise B

In this exercise, you and your partner must agree to disagree about a topic. The topic can be humorous (for example, your feelings about cats), or serious (capital punishment) – you decide. Have a discussion. Each of you should give your opinions and try to support them with examples. Now comes the hard part. After you have finished, try to sum up the main ideas in your partner’s argument. Have your partner do the same for your argument. Will you be able to remember what your partner said? Or will you find that you remember things your partner never said? Like many people, you will probably find it difficult to listen to and recall opinions that are different from your own. But don’t let your emotions get in the way of your listening.



Now that you have a better understanding of the role of the receiver in the communication chain, you can apply your skills to an example of visual communication.



Look at the three cartoons on pages 46 and 47 in *Fast Forward*. Each cartoon is an example of communication. There is a sender (the cartoonist), a message (the cartoon), and a receiver (you, the viewer). Can you *hear* what the cartoonist is *saying* in each cartoon? Choose **one** of the cartoons and answer the following question.

2. What message is the cartoon trying to communicate to you?

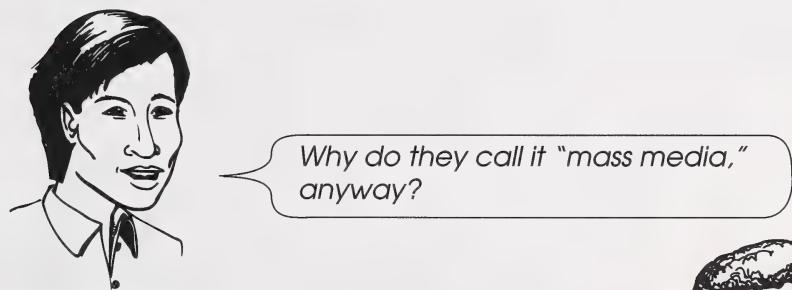
Compare your response with that in the Appendix, Section 1: Activity 3.

In the next activity, you will expand your examination of the communication chain to take in the world of mass media – in particular, television.

Activity 4: Focus on Mass Media: Television



It is important to be a good receiver because your day-to-day life surrounds you with messages. You live in the age of mass media – television, radio, films, newspapers, all clamouring for your undivided attention. If you're not careful, you can be buried by information.



It's easier to understand if you look at the two words separately. "Mass" means many people. "Media" means ways to communicate.





So mass media must mean something like “the ways you can communicate with many people.” Am I right?

That’s right. A thousand years ago, if you had a message to communicate, you had to do so by word of mouth – a very slow process, especially if you wanted a large number of people to hear your message. But today you can communicate the same message instantly to millions of people.



Imagine what our society would seem like to a time-traveller from a few centuries ago. This person would feel bombarded by sights and sounds – glaring television sets, screechy radios, screaming newspaper headlines. Endless messages hurled out at numbed receivers: “Buy this!” “Watch me!” “A shocking story!” It’s easier for you because you have grown up with all this communication, this media. You have learned how to select the message that interests you while tuning out the sights and sounds that get in the way. What do you think some of the purposes of mass media are?

Well, let’s see, it can give you information, uh...



1. Help out this student. Think of two or three other purposes of mass media.

Compare your response with that in the Appendix, Section 1: Activity 4.



The most popular form of mass media is television. It can entertain and enlighten millions of people all at once. But critics have also called television the most dangerous form of mass media. They say it deadens the mind, turning viewers into unthinking couch potatoes, unable even to form an opinion about the show they are watching.



That's crazy. I like TV. There are lots of good shows. How can they say it's dangerous?



*Maybe it depends on **how** you watch TV.*



Turn to page 150 in *Fast Forward* and look at the “Peanuts” cartoon.

Studies have shown that the average person watches anywhere from twenty to forty hours of television a week. That many hours can have a powerful influence on a person. What about you? How do you receive the influence of television? Are you a *looker* or a *viewer*?



What's the difference?

Many people are passive *lookers* – that is, they take in what they see without thinking about it.



A *viewer*, on the other hand, attempts to evaluate what he or she sees. To cope with the messages of mass media, viewers have to be like Linus (the character watching TV in the cartoon) – able to think and make judgments about the messages they are receiving.

Since television is the most popular form of mass media, you can get a good idea of how mass media communicates its messages to its audience by examining the purpose of a typical television program.

In any form of mass media, it is vital to keep the audience's attention. Otherwise, the message will not be received. For example, what happens if you become bored with a TV show?



Simple. I change channels.

Right. In effect, you cut off communication. For the people who advertise or make TV shows, the TV remote control is a scary thing. They must constantly think of ways to keep your interest level high.



Turn to page 157 in *Fast Forward*, and read the three paragraphs under the title “Keeping Your Interest.” Then turn to page 158 and look at the three TV pictures.

2. How does each picture demonstrate a jolt?

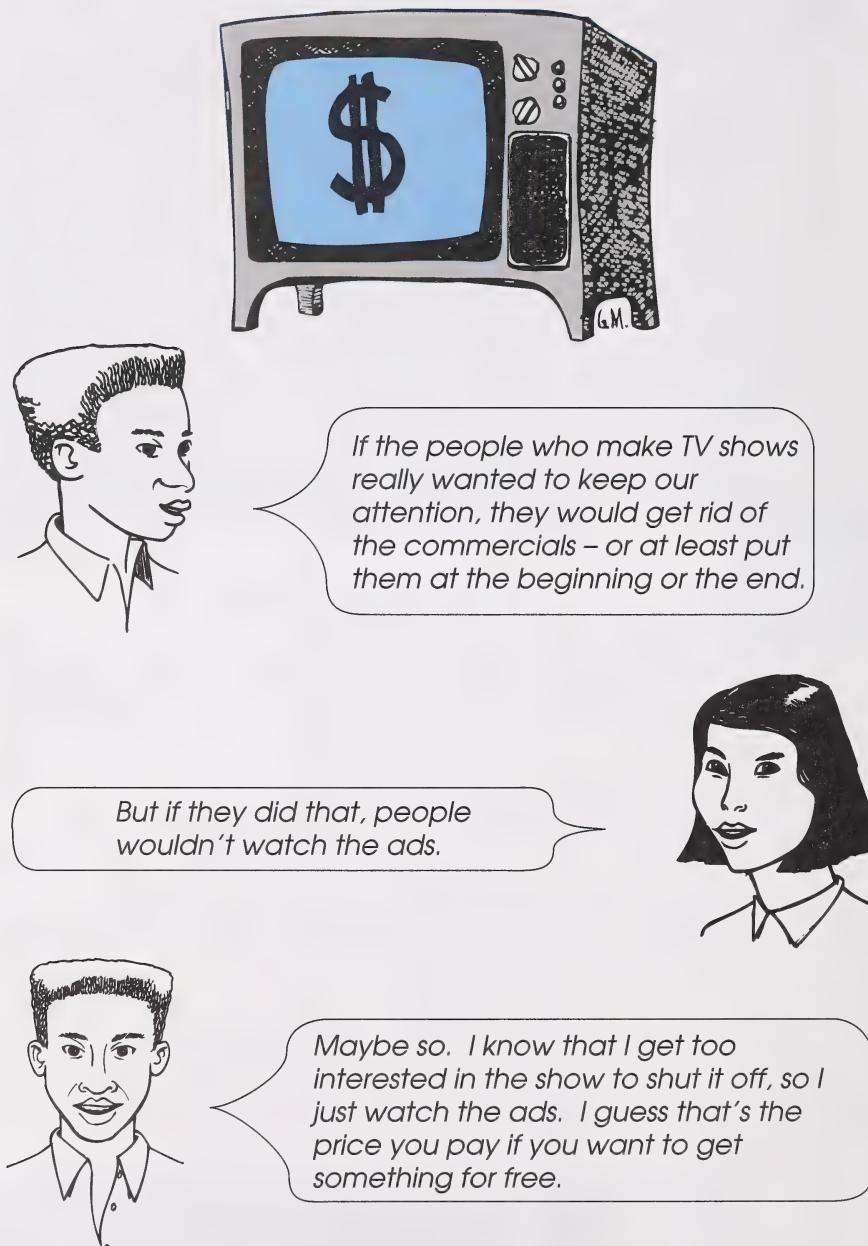
a. the diver and the shark:

b. the ski-jumper:

c. Big Bird:

Compare your responses with those in the Appendix, Section 1: Activity 4.

Activity 5: The Selling of Television





Generally speaking, there are two types of television: *commercial* and *non-commercial*. Commercial television pays for its shows by selling them to advertisers. The advertisers pay for the right to broadcast advertisements about their products.



What if no advertisers like the show?



Then they won't pay for it and it won't be shown. No money, no broadcast.

Only non-commercial television broadcasts programs without commercials. ACCESS Network and PBS are examples of non-commercial networks.

1. How do you think these non-commercial stations manage to pay for their programs?

Advertising enables viewers to watch well-made programs without paying for them. At its best, advertising responds to viewer demand by helping to produce shows that the public wants to watch. However, advertising can also have a negative impact on the sort of world that viewers see on television.



But advertisers don't make shows; they just pay for them. Don't they?

Advertisers want television viewers to feel good about their products, so they tend to buy shows that will keep the viewer in a positive frame of mind. The people who create television shows know this, so they create the types of shows that appeal to advertisers. The result is a TV world that sometimes bears little resemblance to real life.



Turn to page 159 in *Fast Forward*, and read the two paragraphs under the heading “Prime-Time Characters.” Then turn to page 161 and read the three paragraphs under the heading “People on TV.”

JOURNAL

In your Journal respond to the following ideas.

What do you think is the most unrealistic, unbelievable weekly program you have seen on television? What makes this program so unrealistic and unbelievable? What is the most realistic, believable program you have seen on television? What makes this program realistic and believable?

2. Imagine that you are the advertising director looking to purchase advertising time on television for your products. Describe the sort of show that would make a good match for each of the following products:

a. the Gemini Warrior sportscar – “the last car you will ever drive”

b. the Exotica line of beauty products (makeup and hair care) – “for a change so complete, you’ll have to wear a name tag”

c. Chipper’s, the feel-good restaurant – “It’ll make you feel like a family.”

In a small group or by yourself, discuss or think about the following idea. Then write your answer.



3. You are the creator of a new weekly TV show. Suppose that you are describing your show to a group of advertisers. Describe a show that would be guaranteed to make any advertiser **not** want to buy it. Describe the setting, characters, and the sort of things that might happen in this show.

Compare your responses with those in the Appendix, Section 1: Activity 5.



How much TV do you watch in a week? What are your favourite programs? When are they on? What shows do you dislike? Why?



Did you ever wonder why TV stations seem to schedule all of the shows you want to watch so that they are on at the same time?



Did you ever wonder why you never miss any of the action when you watch a hockey or football game on TV even though the game is constantly interrupted by commercials?



Did you ever want to take a relaxing break from homework but you couldn't find anything on that interested you? Did you ever find yourself flipping from one station to another until your break was over?



Or did you eventually pick a show that you don't even like and watch the entire episode simply because it was the least objectionable show on at that time?



People are watching more TV today than ever before. Does this mean that television shows are getting better?



Many critics believe that advertising has harmed the quality of television. They believe that the people who create television shows are far more interested in making money than in producing something imaginative. On page 164 of *Fast Forward*, you will find an article which is very critical of the television industry. The article was written in 1977 at a time when the three major American networks (ABC, NBC, and CBS) were watched by about 80 percent of American viewers. As you read the article, ask yourself if the references to American TV programs apply to those in Canada as well. After you have finished, answer the following questions.

4. According to the article, what effects does the emphasis on profit have on what you see on TV?

5. According to the author, what does TV do well?

6. According to the author, why do you continue to watch TV?

Compare your responses with those in the Appendix, Section 1: Activity 5.

JOURNAL

In your Journal respond to the following ideas.

Based on the television programs you watch, do you think the author's view of television is accurate? Is he too negative about commercial television? Has anything changed for the better since he wrote this article?



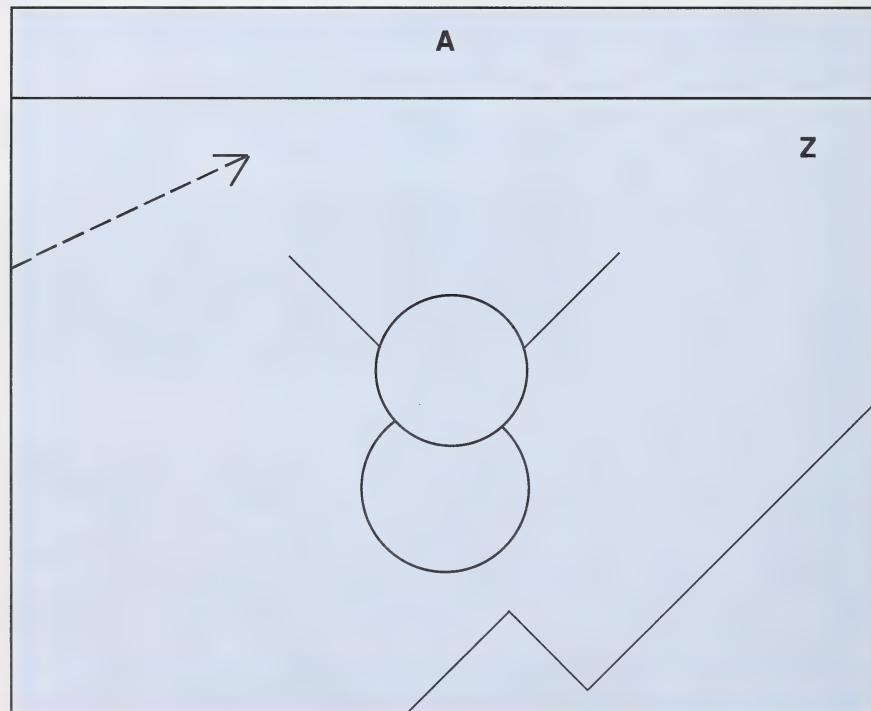
Follow-up Activities

If you found the activities difficult, you should complete the Extra Help. If you understand the concepts clearly, you should complete the Enrichment.

Extra Help

Do one, two, or all of the following questions.

1. a. This activity will give you practice in giving clear, accurate instructions. Find a partner. Give the person a blank sheet of paper, a pencil and an eraser. Look at the following diagram (do not let your partner see it). Your job is to describe the picture using words only, so that your partner can draw the same picture on the blank sheet of paper. Do not look at your partner's paper until you are finished. Since your partner has only your words to rely on, try to make your instructions as clear and as accurate as possible. When you are done, compare the drawings.



b. Next, test your ability to listen and understand information. Tell your partner to do a quick drawing (don't look at it). Tell your partner to describe the drawing to you so that you can make a copy according to the instructions you receive.

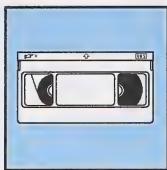
2. Make a chart of the television shows you watch in one week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Fill in the title of each show in the appropriate column. After a week, look at the chart and decide what it says about your habits as a viewer. For example:

- Do you watch a lot of TV (more than 30 hours a week)? Is it your main leisure activity?
- Do you like certain kinds of programs (for example, half-hour comedies, or action-adventures, or mysteries, or police shows, or sporting events, or newsmagazine-interview shows?)
- What do you think your preference in TV programs says about you as a viewer?

3. Check if your library has a copy of the 29-minute video *Communicating with a Purpose: Effective Communications* (ACCESS NETWORK, BPN VC213201). This video deals with various forms of verbal and non-verbal communication. In the video a boy has a great deal of trouble establishing a relationship with a girl he has met. Why? Watch and see for yourself.



According to the video every communication has eight components. The first component is a **stimulus**, or the motive for the communication. What are the other seven components?

After you have completed this question, you may like to try question 3 in the Enrichment.

Compare your responses with those in the Appendix, Section 1: Extra Help.

Enrichment

Do one, two, or all of the following questions.



In a survey of people's greatest fears, it was discovered that the average person is more afraid of public speaking than he or she is of death. To take some of the fear out of public speaking, try the following:

1. An Impromptu Speech

An impromptu speech is a speech presented with very little or no preparation.

Get together with one, two, or three other people. Think of a topic you would like to talk about for one minute. Write down the topic on a slip of paper. Fold it and put it in a hat. The others do the same. When all the slips are in, draw a topic from a hat. You must speak on someone else's topic, not your own. That way, if the speech goes badly, you can blame it on the topic, not yourself. Also, it can be fun to try to speak on a subject you know very little or nothing about.

After you draw your topic, take no more than one minute to prepare your speech. Your objective is to speak for one minute. Introduce your topic. Try to capture your listener's interest by asking a question or by using the pronoun "you." Tell them your feelings or opinions about the topic. Why do you feel or think the way you do? Perhaps the topic reminds you of something you experienced or heard about? Can you sum up your feelings about the topic?

When each speaker finishes, the rest of the group must greet his or her speech with enthusiastic applause.

JOURNAL

In your Journal respond to the following ideas.

Write a personal response in which you reflect on your speech presentation. Did things go as well as you had expected? Were you surprised by any aspect of the situation? If you could present the same speech again, would you make any changes in the speech or the way in which you presented it? What did you learn from presenting your speech to an audience? Did you learn anything from watching and listening to others present their speeches?

For some useful advice about presenting a speech, refer to the Appendix, Section 1: Enrichment.

2. Press Conference

Again, arrange a group of at least two or three people. This time, you are going to be the spokesperson at a press conference. You can choose to represent any group you like. For example, if you love hockey, you might choose to be the spokesperson for the Calgary Flames or Edmonton Oilers. If you live on a farm, you might want to be a spokesperson for a farming organization. If you hunt, you might want to represent a hunting group. How about an environmental group, or a political organization? You could even represent a truly strange group, such as the one devoted to putting clothes on all public statues. Use your imagination.

Once you decide, stand up and introduce yourself and the organization you represent. The rest of the group will be the reporters. Their job will be to ask you challenging questions and make you sweat if they can. For example: “Don’t you think the coach should be fired after losing so many games?” Try to be confident and positive in your answers. Remember, you don’t want to lose *your* job.

For some useful advice for dealing with a press conference situation refer to the Appendix, Section 1: Enrichment.

3. Watch the video mentioned in Extra Help, question 3.

JOURNAL

In your Journal respond to the following idea.

Suppose that one of your friends wants to ask someone of the opposite sex on a date. You witnessed in the video the problems that can be caused by ineffective communication. What advice would you give your friend that would help facilitate communication? Write your Journal entry in the form of a personal letter, a script, a dialogue, or any other appropriate format.

Refer to the Appendix, Section 1: Enrichment for comments about your Journal entry.

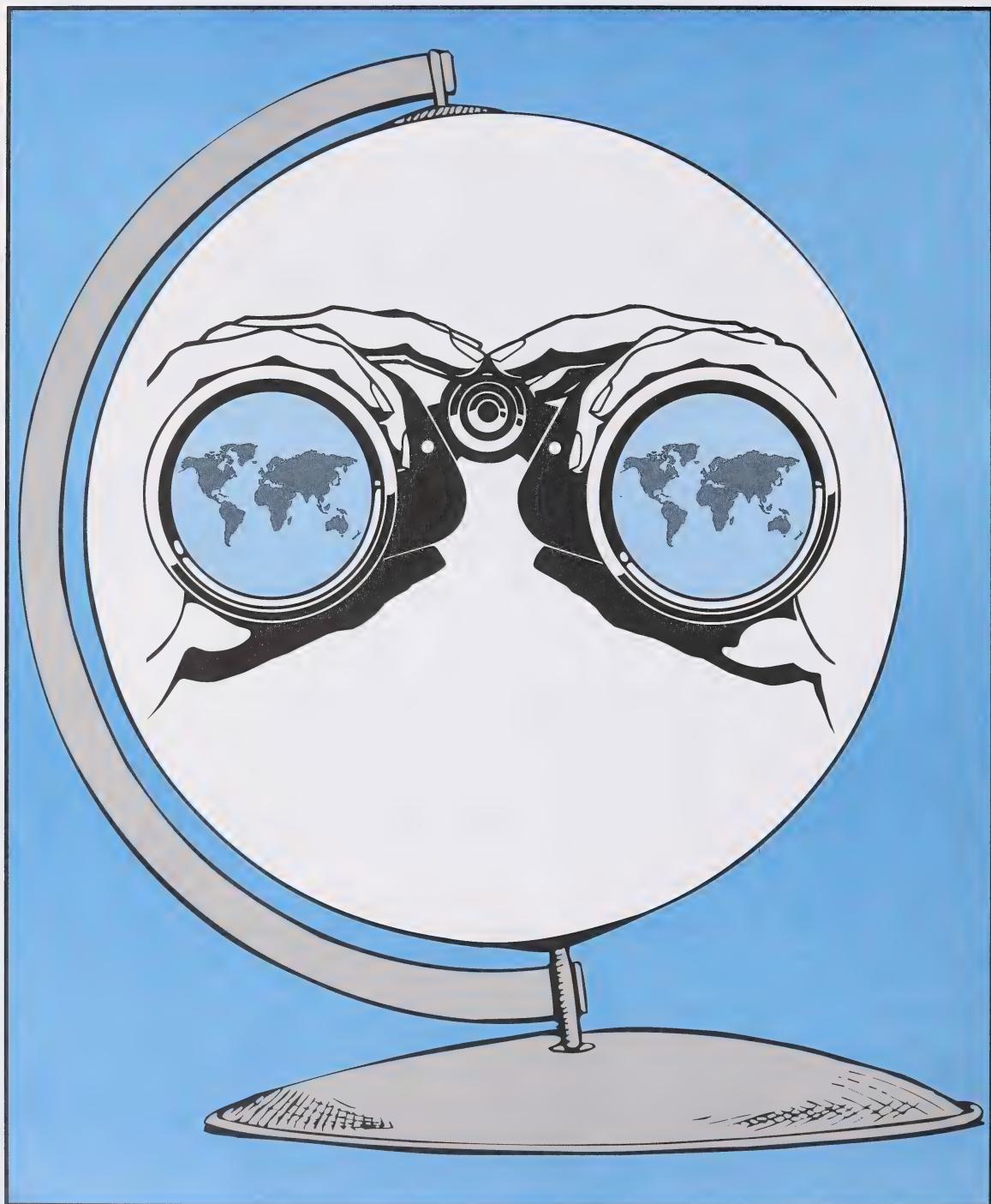
Conclusion

In this section, you have learned about the communication chain and have examined the roles of the speaker and the listener. You have been shown the importance of good speaking and listening skills in breaking down barriers to effective communication, and you have had the opportunity to practise and improve your skills in both areas. In the last half of the section, you were introduced to the term mass media, with emphasis on its most popular form of communication – television. In particular, you saw how the message of a television program can be influenced by the power of advertising.

You are now ready to go on to Section 2, where the communication emphasis will move from clear speech to clear viewing and clear writing.

ASSIGNMENT

In your Assignment Booklet complete the assignment for this section.



SECTION 2

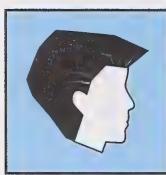
BRINGING YOUR WORLD INTO SHARPER FOCUS



In order to communicate effectively, it is important that the information you send is as accurate as possible. But how do you know if your information is accurate? In Section 1, you learned that it isn't enough simply to look at things, you have to be a viewer: you have to be able to evaluate the world around you.

In this section you will work on improving your ability both to look and to evaluate. You will practise becoming a better observer, so that you can draw more informed conclusions about what you see. The middle part of the section will focus on work in descriptive writing, for your ability to observe the world around you directly affects your writing. In the last activity, you will focus your observations on a person of your choice. You will research the details of the life of any person you like, so that you can organize and write a speech in which you present an award to this highly-deserving individual.

Activity 1: Becoming a Better Viewer



Turn to page 139 in *Fast Forward* and look at the picture of the two people. Then turn to page 26 and read the first paragraph under the heading “Introduction.”

Looking is defined as the act of gathering visual detail. *Viewing* demands that you look as carefully as the situation requires, and that you closely analyse what you see. Would you say you looked at or viewed the picture of the two people on page 139? Test your powers of observation by closing your textbook and answering the following questions about the two people in the picture:

- What did the man have in his right-hand pocket?
- Did the man have a beard?
- How was his hair parted?
- Was he wearing a watch? Which arm was it on?
- How would you describe the expression on the man’s face?
- Were both people wearing leather pants and jackets?
- Which of the following did the woman not have: painted fingernails? a tattoo? earrings? rings?
- Describe the woman’s footwear.

Now turn back to page 139 for a careful viewing of the picture. How did you do? If you answered all eight questions correctly, you might make an excellent *eyewitness* in a courtroom. The courtroom is a place which often puts people's viewing ability to the test of a lawyer's questions: "How well did you see the accused?" Or: "Did you really see, or do you only think you did?"



Turn to page 29 in *Fast Forward* and look at the three pictures at the bottom of the page.

These are pictures of three different people. You have to view the pictures carefully to note the differences in appearance. Do you think if you saw one of these men commit a crime, you would be able to pick him out from the other two men the next day?

In courtroom trials, people are often called upon to give eyewitness testimony, but as the following story shows, the average person often has difficulty viewing accurately.

Turn to page 26 in *Fast Forward*, and read the story "Witnesses." After you have finished reading, answer the two questions from page 33 in your textbook.

1. *Fast Forward* question #1:

2. *Fast Forward* question #2:

Compare your responses with those in the Appendix, Section 2: Activity 1.

Would You Be a Good Witness?

Have a partner flip through the pages of *Fast Forward* and find a picture of a person that you can view. Have your partner show you the picture for five seconds. Then turn to page 33 in *Fast Forward* and see if you can successfully fill out, orally, the eyewitness description chart. Have your partner be the judge of your accuracy. If you have no partner, you can still find your own picture, fill out the chart, and judge your own accuracy.

How did you do? If you found the exercise “too easy,” ask yourself this: What if you had seen this person in the dark? What if something else had been on your mind when you saw the person? What if he or she had been holding a weapon?

The ability to view accurately is just as important outside the courtroom. It forms an important part of your relationships with other people.

JOURNAL

In your Journal respond to the following idea.

Everyone sees the same world, but people can interpret what they see in surprisingly different ways. Have you ever been in a situation where the facts of a situation seemed crystal clear to you, but completely different to someone else? Describe the situation. What did you see and what did the other person see? What did you do to help the person view the facts the same way you did? Did you manage to resolve the disagreement?

Where relationships are concerned, the failure to view accurately is a major cause of intolerance in our society.



You mean like prejudice or racism?

*That's right. Viewing accurately means more than simply remembering what a person looks like. You must try to be accurate about **who** the person is – what he or she is like inside.*





That's sort of like that article we read about racism.



The one by Neil Bissoondath – yes, it is. What was it he said? True racists prefer to accept stereotypes. In other words, they don't care about the truth – they just see what they want to see.



Turn to page 39 in *Fast Forward* and read the poem “The Execution.”

JOURNAL

In your Journal respond to the following idea.

In “The Execution,” the reporter was mistaken for the man about to be executed. Can you think of an example where a person was wrongly imprisoned or even wrongly executed for a crime? Was this person a victim of stereotyping or close-mindedness? In what way?

Activity 2: Writing What You See



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In the poem “Ulysses,” by Alfred Lord Tennyson, the aged king Ulysses says “I am a part of all that I have met.” In other words, he is a part of the world, and the world is part of him. It fills all his senses. Even though he is old, Ulysses sets out to travel the world. He wants more experience, more sensations, more knowledge of the world and of himself.

Are you really any different from Ulysses? You, too, are the sum of your experiences. Imagine if your brain could not separate one sight from another, one sound from another. Your life would be just a blur of colours and noises. By viewing and listening accurately, you are able to understand more clearly, like Ulysses, the details of your experience.

The act of writing is also an attempt to make sense of the pieces of your experience. Students are often told, “Don’t write what you think people want to read. Write what you know.” What you know best is your own life. And since good writing is based on details, you should use the details of your own experiences in your writing.

For example, if you were asked, “What is it like to work on a distance education course?” you might answer, “It can be very lonely at times.” “Or interesting.” “Or boring.” But fifty other people might give the same answer. Only by going into the particular details of your experience can you make your answer stand out. In other words, what details of sight, sound, touch, taste, smell make your experience of this course your own – different from everyone else’s? The following exercise should help you in building details into a written response.



Look up from these words for a moment. What do you see in front of you? A book? A pen? Something to drink? to eat? What else? What do you hear? How does your body feel: your neck? eyes? hands? muscles? Are you too warm or too cold? How does your mind feel? What do you hear? the hum of appliances? the furnace? a stereo? a conversation? Do these sounds help or distract you? What does your mouth taste like: all dried out? in need of a drink? What do you smell: dinner cooking? fresh paint? sweat?

In the space provided, write down a list of sensations in the order they occur to you. Try to describe the sensations as you list them.



Compare your list of sensations with the following list compiled by an English 13 student. Note that the student's list takes in all the senses.

- book, dictionary, a bowl of apples and overripe bananas in front of me
- sitting at the kitchen table by the window – snow falling in big flakes outside – may be in for a blizzard – a good day to be indoors
- an old table, it wobbles a little whenever I have to write
- 3 o'clock in the afternoon – gloomy so I have the light on
- really quiet, nobody home yet, just the whirr of the fridge, ticking of the clock, and the soft fizz of the glass of pop I'm drinking – and the odd gust of wind against the window and a salt-and-vinegar smell from the bag of chips I opened
- spider in the corner of the ceiling just above me – spinning away without the slightest interest in what I'm doing
- periodic crunching sound of potato chips and slurping of pop as I work – salty tongue-coated taste in my mouth from all the chips
- neck feels stiff, eyes a little sore – feet are cold, should put on some slippers
- feel like I'm on a roll – if I can get through this by dinner I've got the evening to myself. Maybe I can go shopping for Christmas presents.
- music on the stereo in the next room – one of those "easy listening" stations – nice and relaxing – doesn't distract me

What is the overall impression created by this list of sensations?



Well, in my opinion this student is not having a lot of fun. The overall impression that I get is of a student who is at home all alone doing homework.

Yeah, that's right. I think the overall impression is of someone who is bored or who would rather be doing something else. The student is supposed to be studying, but has obviously spent a fair bit of time staring at a spider and watching the snow fall.



Did you notice that the parts dealing with the sense of hearing emphasize how quiet the house is? The student notices sounds that you never notice most of the time – like the sounds made by the fridge, a clock ticking, pop fizzing, wind, and so on.

That's right. You hardly ever notice those sounds when there are people around. Maybe the overall impression is of a person who is lonely.



The student is alone, but I don't think that the student is lonely. The student seems content that there is no one else around. The student's concentration is not being disrupted by the conversation and activity that would be present were there others at home.



I think that the overall impression is of a hardworking student who has a feeling of satisfaction. The homework is almost finished and the student will have time later in the day to do fun things.

You're out to lunch. Nobody gets a feeling of satisfaction from homework.



Who's right?

You've all made some very good observations and you've supported your opinions well.





The student who wrote the list of sensations then developed it into a paragraph. Perhaps reading this paragraph will help us to decide what the overall impression is.

An English 13 Moment

As I look up from my place at the end of the kitchen table, I see the usual things – a book, a dictionary, a pen, and a bowl full of overripe bananas. It's an old, wobbly table, full of creaks whenever I lean on it to write. Outside the snow falls more heavily and the wind nudges against the window – it's a good day to be indoors. Above me, in the corner of the ceiling, a spider spins away, totally oblivious to anything but its own efforts. I only wish my own work habits were as good. My attention keeps being drawn to the salt-and-vinegar smell of potato chips in the bag beside me and the soft fizzing sounds of the glass of pop at my elbow, leading to frequent pauses for crunching and slurping. As I move the pen across the page, I try to ignore the salty, tongue-swollen taste in my mouth, and the stiffness creeping up my spine into my neck. I shouldn't complain. I'd much rather work here than in a classroom. It's a peaceful room when no one else is home. The only noise is the soothing hum of the easy-listening radio station. It's perfect music – you can work without even noticing it.

In conclusion, I wouldn't call this an exciting picture. Nor is it a lonely one. Call it a working picture, a picture of someone who is trying to accomplish something on her own, and who is trying hard not to let anything distract her.



Now try to create your own "English 13 Moment." Turn to the list of sensations that you wrote earlier in this activity. What is the overall impression created by your comments?

JOURNAL

In your Journal respond to the following ideas.

Try to combine some of these details into sentences that describe this particular moment in your life. Write in the present tense. Be descriptive. Help the reader to form a clear image of the moment you are describing. Conclude by stating your overall impression of the moment. Finally, give your paragraph a title.

Details, Details



An idea is not worth much on its own. As a writer, you need to provide details to make your ideas count.



In other words, something isn't true just because I say it's true?



That's right. In fact, you could say that none of your ideas is true until you provide supporting details.



For example, turn to page 242 in *Fast Forward*, and look at the picture of the two men.

What does the picture show? What is its main idea? Following are two possibilities:

Idea A: This picture shows a casual, happy fun-filled get-together.

Idea B: This picture shows a violent confrontation between two enemies.

As statements, each idea is equally possible. It is only when you look at the details in the picture that you find that Idea B is totally unsupportable, even absurd.

As for Idea A, you can find many details in the picture to support it. List some of these supporting details under the following headings:

1. **Subjects:** What can you tell about the two people from their appearance? their clothes? What kind of work do they do?

2. **Body language:** What does the way the people sit and the positions of their arms and legs tell you about them?

3. **Facial expressions:** Look closely at the faces of the two people. What can you tell about them from their expressions? What are they thinking about?



Now it's your turn to state an idea and back it up with supporting details. Turn to page 243 in *Fast Forward*, and look at the picture of the smiling couple.

4. In your opinion, what is the main idea of this picture? Find three details in the picture that support your opinion. Consider the **subjects** in the picture, their **facial expressions**, and their **body language**.

Compare your responses with those in the Appendix, Section 2: Activity 2.



Details not only support ideas, but they help bring them to life in the reader’s mind. In a short story, for example, a writer depends on details to help the reader visualize the characters and their actions. Turn to page 24 in *Accelerate* to the story “The Bully,” which you have already read in Module 1.

You will recall that the author, Gregory Clark, writes about a bully who terrorized him when he was a child. Rather than write, “Aubrey was a bully” and then go on to the rest of the story, the author draws a vivid picture of Aubrey in the reader’s mind. Read the first five paragraphs of “The Bully” and then answer the following questions.

5. List three details that describe Aubrey’s appearance.

6. List three details that show Aubrey’s bullying behaviour.

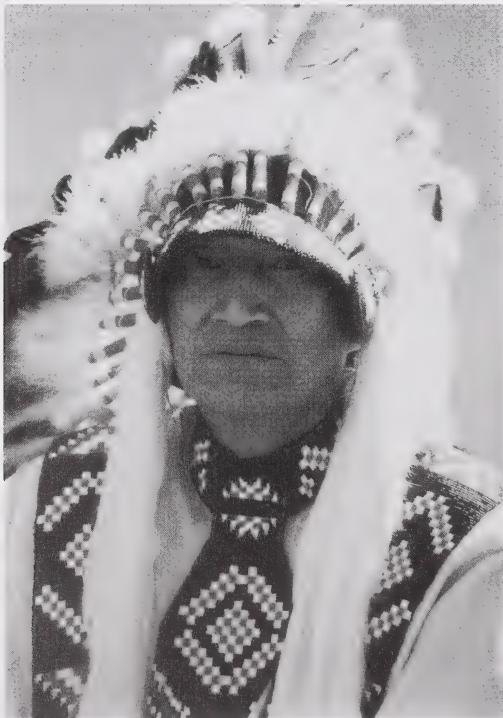
Compare your responses with those in the Appendix, Section 2: Activity 2.

Use Gregory Clark's description of Aubrey as your model in your response to the following Journal idea.

JOURNAL

In your Journal respond to the following ideas.

Imagine that you are the main character in somebody else's story. Give the story a title that sums up your character. Don't be modest: a title such as the "Hockey Player" doesn't sound nearly as interesting as "The Great One." Then write the opening of the story in which your character is described. Include details of your appearance, your behaviour/actions, and your attitudes. Your details about yourself don't have to be true as long as they create an interesting picture in the reader's mind. Remember, somebody else is writing about you, so don't use "I" but "he" or "she" to describe yourself.



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Activity 3: Presenting an Award



One of your assignments at the end of Section 2 will be to write a speech, in which you present an award to a person of your choice.



What kind of award?



It can be any award you like. You can make one up. And you can give it to anyone you like. Someone living or dead. Someone famous or somebody unknown. You could give it to your best friend, or to your parents.



What am I supposed to say?

That's up to you. In this activity, you will learn the requirements of the speech, and then you will work on a rough draft of the assignment.

Anticipate the Needs of Your Audience



Writing is different from ordinary conversation. In a conversation, a listener will often interrupt the speaker to interject a comment or to ask a question. In a piece of writing, however, a reader does not have the opportunity to comment. A writer must anticipate the questions and comments of the reader while he or she is writing. A speech writer must also anticipate the questions and comments of the listening audience while he or she is writing the speech.



I'm a little confused. Isn't giving a speech similar to having a conversation? After all, both deliver information orally. Someone speaks and someone listens.



There are two main differences between a conversation and a speech. First, in a conversation the people involved take turns being both speakers and listeners. When a speech is being delivered, there is only one speaker and the others are listeners.

Second, you don't plan conversations. They simply develop. Effective speeches, on the other hand, are carefully planned. If you follow all of the rules of effective writing while you plan and write your speech, your speech will be an effective one.



So the trick is to write the speech clearly and logically and to include all of the details that the audience needs to understand what you are trying to communicate. You don't want the audience to have to interrupt your oral presentation of the speech all the time to ask questions, right?

That's right. A good speech writer is aware of the needs of the audience. A good speech writer predicts what questions, comments, and concerns the audience will have and deals with these points in the speech.



I'd like to present this award to . . .

It is your assignment to write a speech in which you present an award to a deserving person. What questions do you think your audience will have about the presentation? As a group or by yourself think of questions an audience might ask. Write the questions on the lines that follow. (One possibility has already been given.)

- What is the purpose of the award?

Compare your responses with those in the Appendix, Section 2: Activity 3.

The first thing you must do is think of a deserving recipient for your award. Once you have chosen a person, make a list of all the things you know about him or her. List your information under the following headings:

The Person's Background: Where did the person grow up? How did the person's childhood shape his or her attitudes?

Choices: What made the person decide to enter the field of work he or she is in?
What training did the person have?

The Road to Success: What sort of things did the person do before becoming “successful”?

Accomplishments: What are the person’s main accomplishments in his or her career?

Specific Achievement: What has the person done to deserve this particular award?

Lessons: Is there anything the audience can learn from the example of the recipient's life and work?

If you need to find more information about the person's life, and the person is well-known, go to your library. Books, magazines, and encyclopaedias may be useful. Ask your librarian for help.



Organizing Your Speech

Once you have your information, you must try to arrange it in a logical order. You don't want simply to present a bunch of facts about a person. You want to make sense of the person's life, so that it is clear to the audience why this particular person is receiving the award. Arrange your ideas so that one idea flows naturally into the next. You may wish to use the space that follows to organize your ideas.

For example, suppose you are going to present an award to Joe Jones (a made-up person). Joe is famous for being the lead guitarist in one of Canada's greatest musical groups, the Gravel Band (also made-up). However, he quit the group in order to start the Better Roads Foundation (made-up), an organization devoted to helping children lead better lives. For his efforts, he is going to receive the Order of Canada (an actual award).



Okay, gang. Let's say you wanted to prepare a speech that you would give in front of an audience before you present an award to Joe Jones. How would you go about it?



I guess that I'd start by finding out more about Joe.



So where are you supposed to get this information?



Well, since Joe is a famous person you might be able to get a lot of information from magazine and newspaper articles.



Maybe someone has written a biography about Joe's life, or maybe Joe has written an autobiography.



I think I would take time to interview him before I prepared my speech. After all, Joe is the best source of information about Joe.



Right. You could brainstorm a list of questions to ask Joe.



And you could use the questioning strategies we learned in Module 1.



Good ideas. What would you do next?



I would sift through the information and decide which details are relevant to my speech and delete the rest.



Once you have the details that you want to use, how do you arrange them?



You could start by grouping similar details together.

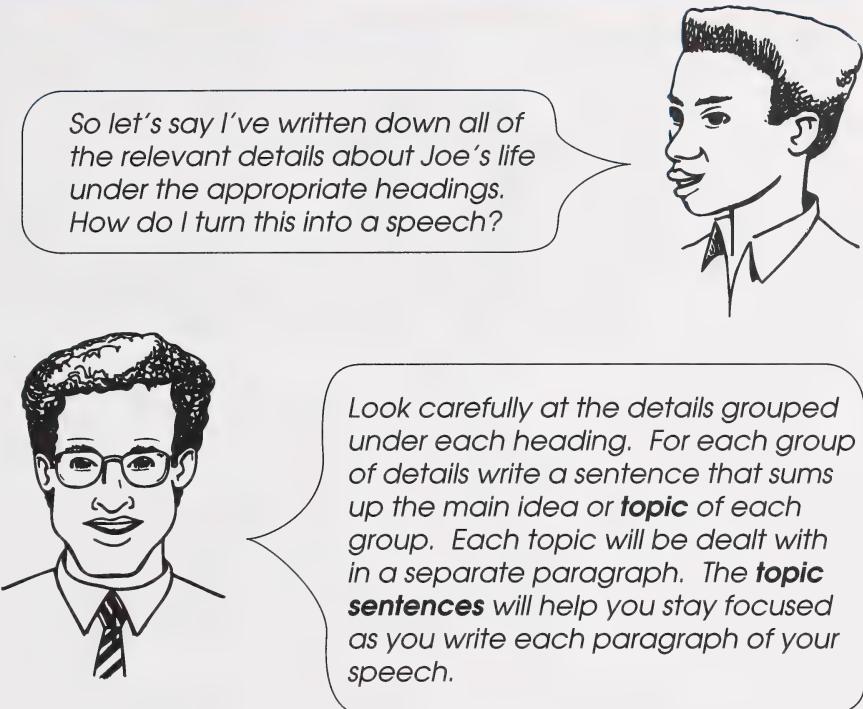


If you were preparing a speech on a different topic, you may, of course, have to think of different headings, but for this speech you can use the headings mentioned earlier:

- The Person's Background
- The Road to Success
- Accomplishments
- Specific Achievements
- Lessons



You could group the details under the appropriate headings.



Topic Sentence: a sentence that sums up the main idea of a paragraph

Following are the topic sentences that one student wrote while preparing the speech about Joe Jones:

Paragraph 1: *The path to success wasn't an easy one for Joe: he had to learn to persevere at an early age.*

Paragraph 2: *Big ambitions start small.*

Paragraph 3: *In any career, it can take a long time to become an overnight success.*

Paragraph 4: *Hard work will always lead to something.*

Paragraph 5: *Success isn't everything; what you do with your success is more important.*

It is important to note that other students writing the Joe Jones speech came up with different topic sentences and that their finished speeches all turned out quite different.

Writing A Speech



So, now you have a topic sentence for each paragraph in the body of your speech. What would you do next?

I'd take the individual details and write them into full sentences. Then I'd arrange the sentences, including the topic sentence, in a logical order within each paragraph.



Once I've got my paragraphs written out, I would revise the speech. I'd also make sure that I had an appropriate beginning and end – an introduction and a conclusion. Then I'd edit and proofread the speech.



I'd spend some time practising the speech before a mirror so that I can present it easily and with confidence.



In writing the speech, it is important to make each idea flow naturally into the next idea. Following is a sample speech, with the main ideas (topic sentences) underlined.

Joe Jones: A Great Canadian

Introduction:

Today, it is my pleasure to present an award to a great human being. When you look at Joe Jones' life, you might think this person has been very lucky – he has enjoyed success in many fields. Perhaps Joe has been lucky, but if so, he would be the first to tell you that he has worked awfully hard for his luck.

Paragraph 1:

As with many great people, the path to success was not an easy one for Joe. When he was two years old, his father died and the family was forced to go on welfare. Throughout his childhood, Joe knew what it was like to be poor, and to worry about the next meal. Such experiences only increased his determination to make something of his life. At an early age Joe decided that the surest way to get ahead was through hard work. Although the rest of his brothers and sisters dropped out of school to help support the family, Joe completed his high school education. He not only managed to get top marks, but he typically juggled two or three part-time jobs on the side.

Paragraph 2:

He needed the money because he had developed an interest in music. One day, just after his fifteenth birthday, a friend asked him to fix an old, beat-up guitar. He not only fixed it but he taught himself how to play. The friend never did get his guitar back. Out of that one small moment came a very big ambition. Joe decided that playing guitar would be his ticket to success. Every spare moment was spent practising, listening to music, writing his own songs. He formed a band with a few friends and they signed their first contract to play at a high school dance for fifty dollars. And that was the beginning of the group the whole world now knows as the Gravel Band.

Paragraph 3:

In any career, it can take a long time to get to the top. Many people think the Gravel Band was an immediate sensation, but, according to Joe, it took five long years of playing bars, weddings, and country fairs, before the group signed their first recording contract. It wasn't until three years later, when the song "Dust in My Throat, Love on my Mind" became a number one single, that they became an "overnight" success.

Paragraph 4:

Joe often tells people that hard work will always lead to something. You could say the Gravel Band was a little more than "something": three platinum albums, five top-ten singles, hundreds of sold-out performances. At their peak, they were probably the most popular band in North America, and Joe Jones was earning tens of millions of dollars a year.

Paragraph 5:

But success wasn't everything. To Joe, it mattered more what a person did with his success. He had always dreamed of using his fortune as a means of helping others. So, at the height of his fame, Joe announced he was quitting the band in order to start his international "Better Roads Foundation," an organization devoted to helping needy children around the world get the care and attention they deserve. You have seen the result. Joe has received international respect for his efforts to raise money for famine relief in Africa. But his efforts in Canada have been just as impressive: establishing summer camps, building activity centres in inner-city communities, creating outreach programs for children in need. Joe himself has said: "I'd like to see every child get a good start in life, so that everyone has the chance to pursue a dream."

Conclusion:

Joe Jones' life represents the best of what Canadians have to offer: dreams, hard work, and a willingness to help others. Therefore, it is my great honour to present Canada's highest award, the Order of Canada, to a great humanitarian, Mr. Joe Jones.



Now it's your turn to write about your own award-winner.

Planning Your Speech

A black and white line drawing of a person with short hair, wearing a t-shirt, sitting at a desk and writing on a clipboard. The clipboard has a dark cover and a light-colored sheet of paper. The person is looking down at the paper as they write.

A. Find and list details about the person's life and accomplishments. (Look for details under the headings you were given earlier in the activity.)

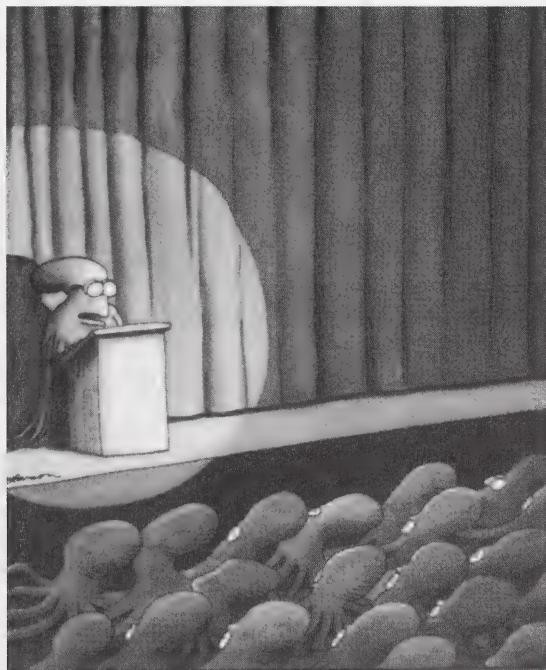
B. Place similar details together into three or four groups. For each group of details write a sentence that describes the main idea in each group. These sentences will be the topic sentences for your paragraphs.

C. Write a rough draft for your speech. Try to think of an introduction that will capture your audience's interest. As well, try to write a conclusion that will lead naturally into applause for the recipient of the award.

After you have finished writing your speech, read it aloud to a partner and ask for comments. Was your partner able to follow your ideas? Was anything in the speech confusing? Make any necessary revisions. When you are satisfied with your rough copy, edit and proofread it carefully.

In your Assignment Booklet you will write out the good copy of your speech.

Rough Draft



“Fellow octopi, octopuses . . . octopi? . . . Dang, it’s hard to start a speech with this crowd.”

¹*The Far Side* by Gary Larson, © 1987 Universal Press Syndicate. Reprinted with permission. All rights reserved.

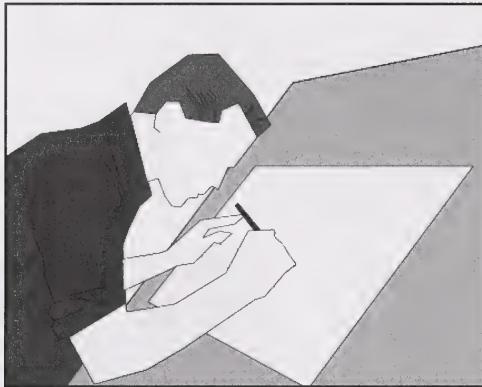
Follow-up Activities

If you found the activities difficult, you should complete the Extra Help. If you understand the concepts clearly, you should complete the Enrichment.

Extra Help

Do one or both of the following questions.

1.



How would you describe your best friend's appearance to someone who has never seen the person? You would probably describe the most noteworthy features of the person's appearance. When trying to describe a suspect for the police, an eyewitness does the same. But what picture do those details create in the mind of the listener?

To show how important it is to be accurate and thorough in your viewing, do the following activity:



Find a partner. Ask your partner to think of a person who is well known to him or her. Your partner must not tell you who the person is. Have your partner give about a dozen details about the person's appearance. You might want to use the chart on page 33 in *Fast Forward* as a model. Write down the details.

Next, look through newspapers and old magazines for pictures that match any of the descriptions. For example, if one of the details is "dark, bushy eyebrows," look for a picture of someone with dark, bushy eyebrows. When you find such a picture cut only that one detail – the eyebrows. Do this until you have cut-outs to match every detail. Out of the cut-out pieces try to make a composite picture of the person your partner described.

If you have some artistic ability you might want to draw the person as you imagine him or her to be, based on the details. Show the finished product to your partner. Discuss the accuracy or inaccuracy of your details. Also, discuss ways in which your partner's description might have been more thorough in helping you form a complete picture of the other person's appearance.

2. In trying to understand a picture, it can sometimes help if you try to imagine what the people in the picture are saying.



With a partner, flip through a book or a magazine and look for a picture with two people in it. Each of you take the part of one of the people in the picture. Role-play the conversation that you think is taking place in the scene. Afterwards, discuss with your partner why you played your character the way you did. Consider the body language and facial expressions of your character. How does your character appear to be reacting to the other character? If, for example, you play your character as angry and hostile, look for details in the picture to support your interpretation.

Refer to the comments in the Appendix, Section 1: Extra Help.

Enrichment

Do one or both of the following questions.



1. “Crime Stoppers” is a program designed to solve crimes by re-enacting them on TV based on details already known to the police. The public is asked to offer any information it can about possible suspects. A reward is offered for information leading to an arrest. “Crime Stoppers” has proved to be very popular with the public and has led to many crimes being solved.

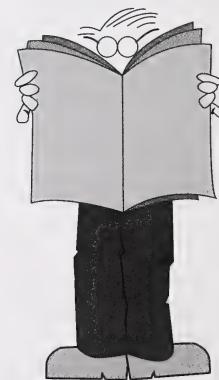


Turn to page 36 in *Fast Forward*, and read the article “Public Can Fight Back with Crime Stoppers.” After you have finished reading, do the following activity.

In a small group, look through newspapers or magazines to get as much information as you can about an unsolved crime.

Prepare a Crime Stoppers script, outlining the details of the “crime.” With the help of others, you might also prepare a re-enactment of the crime you have researched. Use any necessary costumes or props (for example, a weapon). Present your script and re-enactment, either live or on videotape.

Even if you are by yourself, you can still do the research and write the script for a Crime Stoppers episode.



Refer to the comments in the Appendix, Section 2: Enrichment.

2. Wanted: Dead or Alive

Prepare a Wanted poster of either someone famous or someone you know. Use photographs or your own drawings to provide a front and side view of the “wanted” person. It is up to you to decide what good or bad thing that this person has done. What sort of reward is being offered? Use your imagination.

Compare your poster with the example described in the Appendix, Section 2: Enrichment.

Conclusion

In this section you again focused on communicating more effectively, this time through exercises intended to improve your viewing and evaluative skills. In becoming a more attentive viewer, you will be able to draw more informed conclusions about the world around you. In the middle part of the section, your powers of observation were applied to writing descriptive paragraphs based on details drawn from your own experience. This attention to detail will help you in Section 3, where you will be called on to write a short, factual report on a subject of interest to you. In the last activity, you researched the life of a person of your choice. Out of these details you developed ideas about the individual. These ideas, supported by details, formed the basis of a speech in which you presented an award to your chosen person. Again, the practice you had here in organizing your ideas should help you in Section 3.

ASSIGNMENT

In your Assignment Booklet complete the assignment for this section.



SECTION 3

BECOMING A GOOD REPORTER

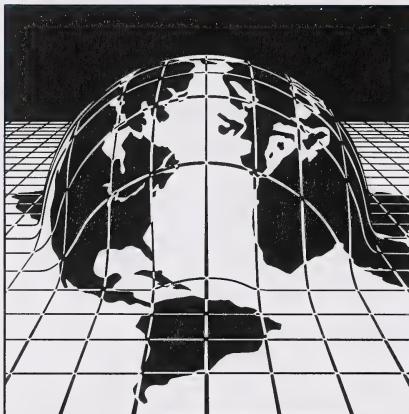


In previous sections, you were encouraged to be a good receiver and a careful viewer in order to fully appreciate the messages being sent your way. But what is the reward for your involvement? What are you to make of all those well-received messages?

The fact is, good receivers can't help but become more attuned to the world around them, more involved in its issues. They not only receive information, but they attempt to share what they have learned with others.

In Section 2, you gathered information about a person's life and drew conclusions about the person based on those details. In this section, you will play the role of reporter. You will select a topic of interest to you and gather information about that topic. Once you have educated yourself about the topic, you will then assemble your information into a short report in which you share your understanding of the topic with the reader.

Activity 1: Looking Outward



As your communication skills become more effective, you become more aware of the world around you. You cease to be a passive watcher of events and take the first step to becoming a participant, somebody keen to understand why things are the way they are.

In a group or by yourself, make a list of the five most important problems facing society today. (In 1984, a poll of students across Canada suggested that the threat of nuclear war was the most serious problem facing the world. Is that still the case with your group)?



In Unit 3 of *Fast Forward*, several different social problems are discussed. Flip through Unit 3 and see if any of these problems are on your group's list. Are there any that you would like to add to your list? Of all the problems on your list, which does your group think is most serious? Why?



To Inform or To Persuade?

Generally, in non-fictional writing about world or social problems, a writer has one of the following purposes in mind:



- to *inform* the reader – so that the reader knows and understands all the facts of a situation
- to *persuade* the reader – by arguing the writer's own opinions on the issue so convincingly that the reader takes the writer's side

In the article you are about to read, try to determine if the author's purpose is to inform or to persuade.

Turn to page 43 in *Fast Forward* to the article “Indians and Animal Activists Duel at Europe’s Parliament.”



The topic is animal rights. The issue is the trapping of fur-bearing animals, particularly the use of the leg-hold trap. One side wants to limit the sale of furs from animals caught in leg-hold traps. The other side is against any limits. Read the article and answer the following questions.

1. Who would suffer most if restrictions were placed on the sale of furs?

2. List details from the article that help to explain the position of each side:

In Favour of Limits	Against Any Limits

3. What do you think the author's purpose was in writing the article?

Compare your responses with those in the Appendix, Section 3: Activity 1.

Find one other source of information about the topic of trapping or animal rights. Go to your library and look through encyclopaedias, magazines, books, pamphlets, or videos.

After you have found your source, list two additional pieces of information about trapping or about animal rights that you learned from this source:

JOURNAL

In your Journal respond to the following idea.

Now that you have heard statements from both sides of the trapping debate, and you have read additional information about the topic, write a response to the following questions:

What do you think about the issue of trapping animals with leg-hold traps or about the issue of trapping in general? Do you have any ideas that might help to bring the two sides – pro-fur and anti-fur – closer together?

You will be asked to polish this Journal entry and write a good copy of it into the Assignment Booklet.



Writing to Persuade

In his article on trapping, author Edward Greenspon gave you a great deal of information about a complex problem. He explained the views of people on both sides of the issue. But he does not offer you his own opinion. Instead, he wants you to make up your own mind – based on a clear understanding of the facts.

Many writers, however, prefer to present an argument. They feel strongly about their particular side of an issue. They want to tell you why they think the way they do. They present facts, opinions, reasons, and examples to back up their ideas. In expressing their point of view, they hope to persuade you to share their view.



4. Some of the articles you have read persuasively express the author's point of view. Explain the view (or main idea) that was expressed by the following authors in their articles.

a. Merrill Panitt in “Programming for Profit” (page 164 in *Fast Forward*):

b. Neil Bissoondath in “I’m not Racist but – ” (page 95 in *Accelerate*):

Compare your responses with those in the Appendix, Section 3: Activity 1.

Activity 2: The Purpose of a Report

A well-written report enlightens the reader.



In this section, you will be expected to write a report on a topic of interest to you. The emphasis will be on informing your reader about the facts of a particular topic. You will gather information about your topic and then report what you have learned to your reader. You may offer your own opinions, but your main task is to be a good reporter. Being a good reporter means that you must present the facts fairly and objectively – presenting both sides of an issue.



Practise your ability to report facts by doing the following activity. Turn to page 67 in *Fast Forward* and read the article “To Save the Rainforests of Brazil.” To increase your understanding of the article, try to answer in your mind the questions *who, what, where, when, why, and how* as you are reading. As you are reading, take point-form notes of the main facts. Use the following questions to guide you in your note taking.

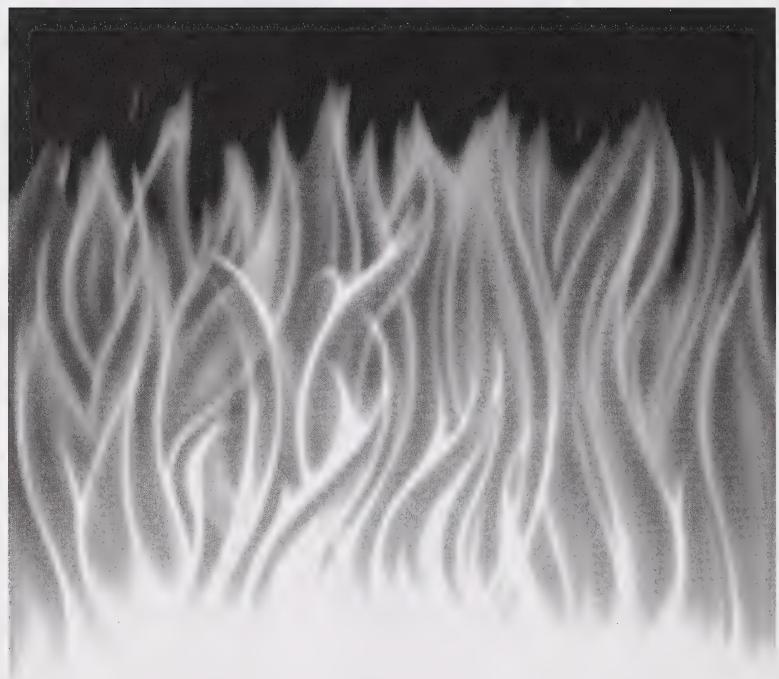


1. What is the main problem outlined in the article?

2. Why has the Brazilian government been reluctant to stop the destruction?

3. How does the problem affect the whole world?

4. Can anything be done to improve the situation?



Compare your responses with those in the Appendix, Section 3: Activity 2.

After you have finished taking notes, find a partner who has **not** read the article. Report to your partner, orally, what you have learned from reading the article. Afterwards, let your partner ask questions about the issue you have presented. These questions should give you an idea whether you have reported the facts in a clear, thorough way.

Only after you have finished your oral report, should you compare your responses with those in the Appendix, Section 3: Activity 2.

Now it's time to turn your attention to writing your own report. The final draft of your report will be written into your Assignment Booklet as part of your assignment for this section.



In a short report, the research process consists of the following steps:

- Step 1: Choosing and narrowing a topic
- Step 2: Researching
- Step 3: Making notes
- Step 4: Organizing your findings
- Step 5: Reporting your findings



Are there any restrictions on this assignment?

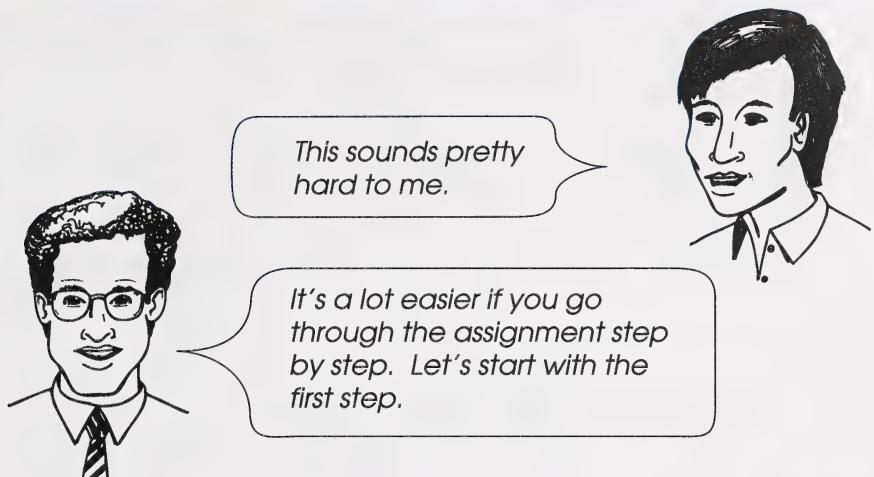
Yes, it should be no more than two pages long. And you should not write about a person, since you already did that in Section 2. For example, don't write about a rock music star – make rock music your topic instead.



But isn't something like rock music an awfully broad topic?

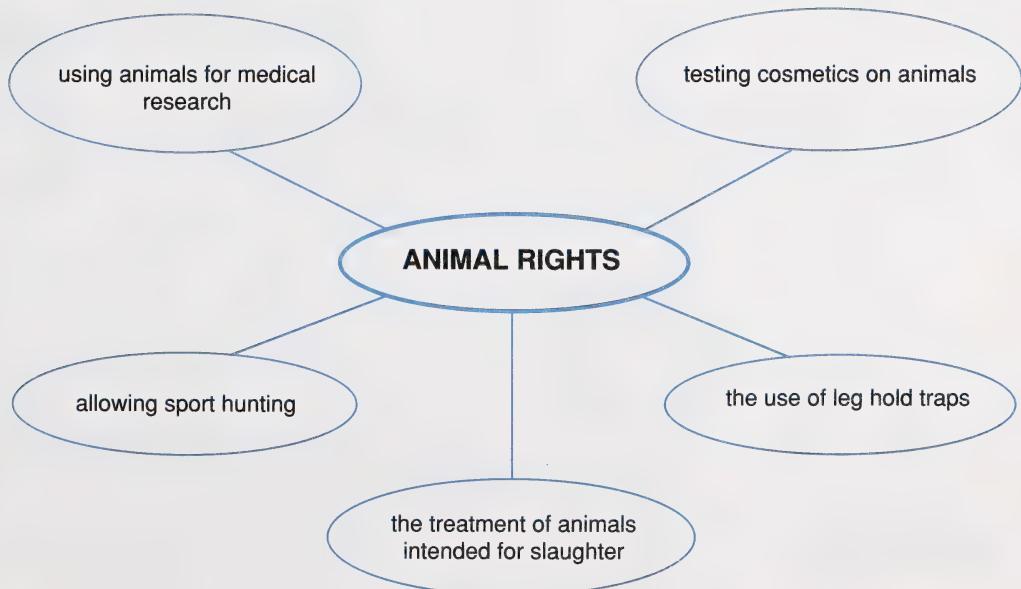
That's right. So are such topics as hockey, cars, advertising, fashion, and war. So, when you think of a topic, try to narrow it down to a specific issue before you start writing. For example, you might want to focus on the issue of obscenity in rock music. Or you might want to report on a particular type of rock music. Or you might want to talk about rock videos and whether they have helped or hurt the quality of rock music.





Step 1: Choosing and narrowing a topic

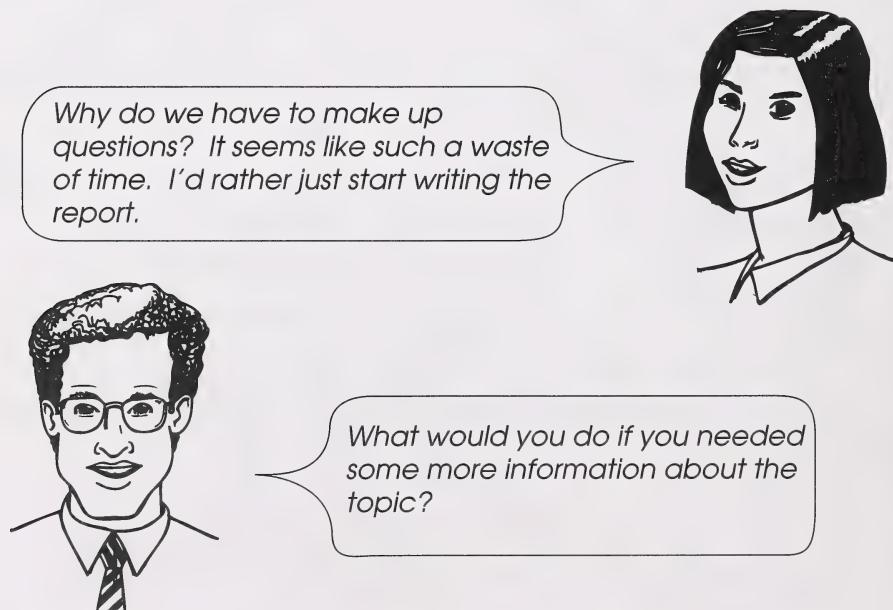
Choose a topic about which you would like to know more. A good way to narrow a topic is by clustering or brainstorming as many issues as you can that relate to the topic that you have chosen. For example, here is a cluster created by a student for the topic of animal rights:



Looking at the results, you will probably find one issue that interests you more than the others. However, you should cluster or brainstorm two or three different topics and then choose an issue

- that interests you the most
- that is manageable for you in terms of length
- for which there is a source of research materials in your library (in other words, don't choose a topic about which nothing has ever been written)

When you think you have an issue around which you can build your report, discuss the issue with a partner. Tell your partner what you expect to write about in your report. What questions do you have about the topic that you want to answer in your report? Try to anticipate a reader's questions by compiling, with your partner, a list of questions that might go through a reader's mind in approaching your report. Write three or four questions on the following lines:







It's always a good idea to remember the questioning strategy introduced in Module 1. Ask yourself the five W's (Who, What, When, Where, and Why) plus How. Whenever you find that you don't know enough about the topic to answer one of those questions, then that is the one to concentrate your research on.



And you may well find that the more you research, the more questions will come to mind.



Let your questions guide your research. Once you have found answers to all of your own questions, think about the questions that your audience might want answered. Once you have answered all of these questions, you are ready to begin writing your report.



That sounds a lot like the process I went through when I was shopping for a car a few months ago.



In what way?



Well, first I asked myself what type of car I needed, what size, what features, and the price I could afford to pay. Then I asked everyone that I could think of what cars they liked and why. I asked my dad's mechanic which cars are reliable and which ones are inexpensive to fix. Once I narrowed the choices down, I asked owners of those particular models many specific questions about their experiences with these cars, their features, and the owners' satisfaction with the cars.



I had a lot of questions that I wanted answered and these questions helped me do my research. I bought myself a good car and I've got enough money left over to visit my pen pal in Montreal this summer. It really does pay to ask questions.

Activity 3: Researching and Writing



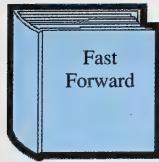
Step 2: Researching



Before researching your particular topic, take stock of your situation by answering the following questions in point form:

What do I already know about this topic?

What would I like to find out in my research?



Research involves gathering information about your topic. You will find that there are almost as many methods of conducting research as there are sources of information. On page 277 of *Fast Forward*, there is an info-box on “Methods of Conducting Research.” Read this information before you start gathering materials. It might give you some ideas about where to look.



Don’t assume that all information is hidden in libraries. For example, where else might you go to find information on the following topics?

- career opportunities:

- social diseases:

- the GST:

- substance abuse:

- violence in hockey:

Compare your responses with those in the Appendix, Section 3: Activity 3.

While you are gathering information about your topic, don't worry too much about the materials' usefulness or suitability. You can decide that later when you have the time to look through all your materials.



When you have collected enough materials, you are ready to move on to the next step.

Step 3: Making Notes

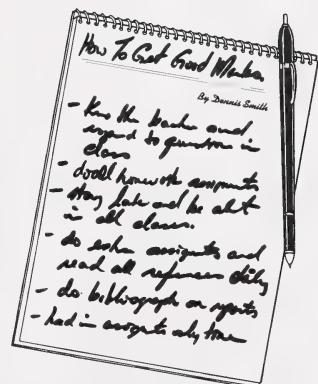
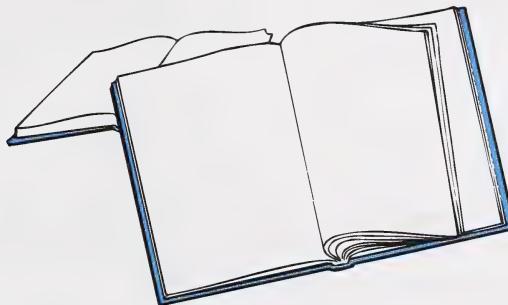
Sift through your material, keeping in mind the specific points you wish to address. Select only the material that will help you in your purpose.



The list of questions that you have made up before beginning your research will help you decide what information is useful to you and what information is not.

In making notes, start a separate page for each source you are using. Write the title of the source and the author's name at the top of the page.

Write your notes in point form only. Do not copy word for word (unless you are quoting something somebody said). **Focus on the main ideas.** Remember the article on the Brazilian rainforest? You managed to convey the main ideas of that article in six or seven points. Try to do the same with your sources.



Students often find it hard to make notes. It's a skill that has to be learned and you get better at it with experience.

I used to wind up writing down too much.





Me too. I used to try to write parts of the report while I was making notes. I now know that this is not a good idea. When you make notes, you should just jot down specific ideas and details that you want to include in your report. Save the actual report writing for later.



I used to think that the way other people wrote things sounded better than the way I would write it. Because of this I used to copy a lot of information word for word.



But now I know that everyone has their own natural voice in writing and they feel most comfortable writing in their own voice. I now write reports the same way I write any other composition. That means I use my own voice – my own vocabulary and my own writing style.



I think my big problem was not knowing which ideas were the main ideas and which ones were less important. I used to always write down all of the ideas.



But now I write down a bunch of questions before I begin my research. The pieces of information that answer those questions turn out to be the main ideas in my report. Once I realized that, I had no problems making notes.

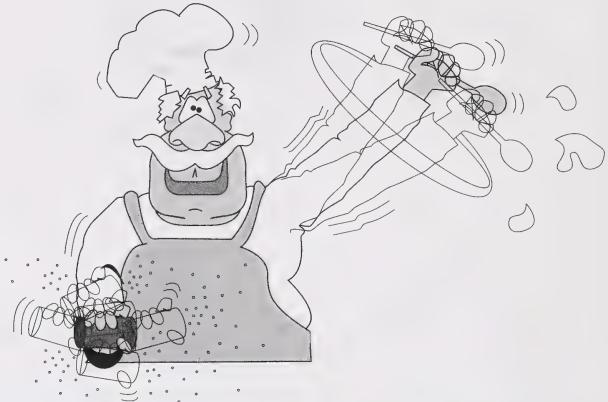
Here's a little trick that my sister taught me. Once you've found the information that you need, read it over as many times as you need in order to understand it. Then close the book or cover up the material that you're getting the information from. Now write down the important points from memory. You tend to remember only the main ideas. That keeps your notes the way they're supposed to be – short. And the notes you take will be in your own words, not someone else's.



Then you can go back to your source and check the accuracy of your notes. You may find it necessary to add important facts and details that you may have forgotten to include in your notes.

In your search for materials, did you find any pictures or drawings that might accompany your report? Make photocopies of any pictures or drawings (including your own) that you feel may be useful.

Once you have all of your notes, it is time to start putting the pieces together.



Step 4: Organizing Your Findings

There are many ways of presenting information to your reader, but some ways are better than others.

If you feel lost at this point, look again at the articles in Unit 3 of *Fast Forward*. How did the authors manage to organize their materials into a clear, factual report? You may want to use one of these articles as a model for your own.



Writing a report is not an easy task and you can't expect to sit down and write one from beginning to end. However, your task becomes much easier if you follow a plan that you have created before you start writing.

Here is a sample of a student's plan for a report on the issue of raising the legal driving age.



Introduction – Tell reader about the controversy over recent attempts to raise the legal driving age to eighteen.

- On one side, there is a group of concerned adults wanting to raise driving age.
- On the other side, there is a group (mostly teenagers) wanting to preserve their rights.
- Give the adults' side first, since they are the ones creating the controversy; then allow teenagers to explain why they are so upset with this possible change in law.

The Body of the Report

In the body of a report each main fact is contained under a heading. You should have 4-6 headings in your report. Under each heading you will have 2-3 subheadings. Under the subheading you use your research to explain or support what is stated by the heading. For example:

Heading 1: The law changers feel driving is an adult responsibility. Teenagers do not become adults until they are eighteen; therefore, they should not be allowed to drive until they are eighteen.

Subheading: Driving demands responsibility; if a teenager causes a terrible accident, he or she should be held legally responsible. But the law changers believe that sixteen- and seventeen-year-olds are handled too lightly by the courts. Quote supporting statement made by lawyer.

Subheading: Teenagers are not responsible drivers. Mention the statistic from the motor association that shows high rate of teenage driving offences.

Heading 2: The law changers believe there would be fewer accidents and less money spent on health care if the driving age was raised.

Subheading: They believe teenagers have a terrible accident record. This raises insurance costs. Mention supporting insurance statistics here.

Subheading: Victims of teenage accidents end up in hospital, increasing the financial burden on health care and taxpayers. Quote medical expert's opinion here.

Under other headings, show the angry response of teenagers to this attempt to take away their right to drive. Offer their arguments in favour of their rights and abilities as drivers. Report the argument that teenagers are individuals and resent being lumped together. Quote offended teenagers, and cite statistics which show that teenage drivers are not nearly as deadly as other age groups. Quote adults who think the whole idea is absurd. Quote the parent who thinks that if saving money is the main goal, then all adults should have their licenses revoked too.

Conclusion: Sum up the issue. There is a lot of anger and misunderstanding over this issue. Adults want to protect teenagers; teenagers think they are mature enough not to need protecting. Both sides need to start listening to each other. Propose a compromise – perhaps a stricter probation period for new drivers. Conclude with my own opinion: Adults should remember that such issues have a way of backfiring. One day, they may decide a group is too young to drive. The next day, another group may decide that they are too *old* to drive. Tolerance and understanding are the keys to any solution.

Once you have a plan or outline that allows you to convey the main ideas of the report, you are ready to start writing.



Step 5: Report your findings

If you have a good outline, the actual writing of your report should be fairly straightforward.

Keep track of the titles and authors of all the materials that you have used in your report, as you will be expected to list them at the end of your report.

As you write your report, keep the following points in mind:

- Is there a definite beginning, middle, and end to this report?
- Does the report flow logically from the beginning to the end?
- Is the report saying what it was intended to say, or do you get sidetracked onto other issues?
- Does each sentence make sense, and is it correct?
- In your writing, do you choose exact words which best express the facts, or do you sometimes use overly-flowery language?
- Is your spelling and punctuation correct, and are your sentences complete?

If possible, have someone read over the rough draft of your report to help you answer these questions. Better yet, read the report aloud, so that you can hear what you are saying. You may want to revise parts of your report to make it easier to understand.

When you are satisfied with your revisions, carefully edit and proofread what you have written. You will write the final copy of your report into the Assignment Booklet.

Follow-up Activities

If you found the activities difficult, you should complete the Extra Help. If you understand the concepts clearly, you should complete the Enrichment.

Extra Help

Do one or both of the following.



1. **Being Objective:** In writing a report, you must remember to look at both sides of an issue. After all, your job is to make the reader more informed, not to choose sides. To make sure you understand both sides of the issue you are writing about, try the following activity.

In the space that follows, write down the particular issue on which you are reporting. What does one side have to say about the issue? Give three points that you have researched. Beside each point, write the other side's response to the particular argument. If you can't think of what the other side's response would be, you should research the issue more fully to be fair to both sides.

For example: Suppose you are reporting on the recent demands to raise the legal driving age to eighteen. Following are three arguments why the legal driving age should be raised. Next to each argument is the other side's response to each point. By doing such an exercise, the reporter covers both sides of the driving debate.

Argument	Response
<ul style="list-style-type: none"> Driving is an adult responsibility. People do not become legal adults until they are eighteen. Therefore, they should not be allowed to drive until they are eighteen. If sixteen- and seventeen-year-olds were not allowed to drive, there would be fewer accidents and injuries. Insurance rates would be lower for everyone. Teenagers experiment with drugs and alcohol. They don't realize when they are impaired. They are too great a risk. 	<ul style="list-style-type: none"> Teenagers can be just as responsible as adults. The problem here is with the age of adulthood: it should be lowered to sixteen. Accidents are caused by individuals not groups. If a person is a bad driver, his or her license should be taken away, regardless of age. Many adults don't know when they are impaired, or worse, they do know and yet they still drive. Again, people should be judged as individuals, not as a group.

Now try doing the same exercise with **your** topic.

Argument	Response

Compare your responses with those in the Appendix, Section 3: Extra Help.

2. Informative or Persuasive?

Read the following paragraphs. In which paragraph is the author trying to be informative? In which paragraph is the author trying to be persuasive? Explain your choices.

The ellipsis mark consists of three periods. It indicates that a word or several words within a quoted passage have been omitted.

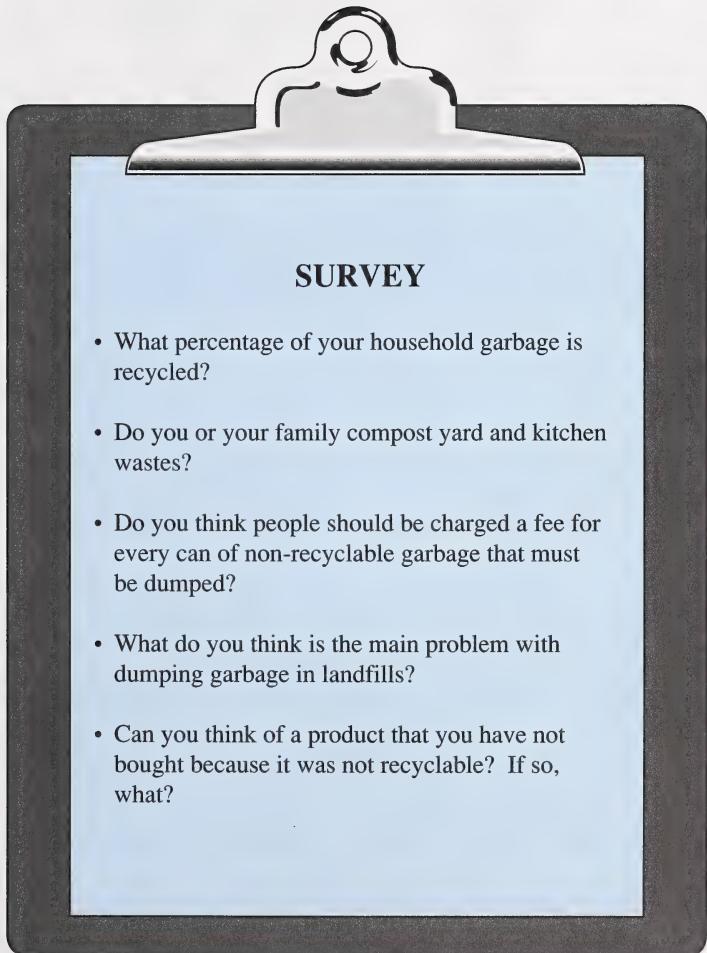
a. One must...be extremely cautious when buying a used automobile as haste may result in the purchase of a “lemon.” Before you buy any car new or used – do your homework!...Don’t let anyone talk you into buying something you don’t need or want (from “Buying a Used Car” on page 65 in *Accelerate*).

b. Should you buy a new car or a used car? A new car is fuel-efficient and carries a warranty that protects the owner against many repairs. But it can be very expensive to buy and its value can depreciate as much as 30 percent in the first year. A used car is cheaper to buy and does not depreciate much in value. However, it can be less fuel-efficient and may require expensive repairs. The choice is yours.

Compare your responses with those in the Appendix, Section 3: Extra Help.

Enrichment

1. What do other people think about your report topic? A good way to find out is to conduct a survey. In a group or by yourself, brainstorm a list of ten questions that will ask people their opinions about your topic. For example, if you were writing about the topic of home recycling, you might ask the following questions:



- What percentage of your household garbage is recycled?
- Do you or your family compost yard and kitchen wastes?
- Do you think people should be charged a fee for every can of non-recyclable garbage that must be dumped?
- What do you think is the main problem with dumping garbage in landfills?
- Can you think of a product that you have not bought because it was not recyclable? If so, what?

List your ten questions about your topic here.

Give your survey to as many willing people as you can find. The more people you have for your survey, the more accurate your conclusions will be. Look for trends in the answers. What overall conclusions can you draw based on your results? Did any of the results surprise you?

2. Another way of supplementing your information is by conducting an interview with a person who is knowledgeable about your topic (the person does not have to be an expert). On page 222 in *Fast Forward* you will find an info-box full of helpful advice for conducting a proper interview. If you do find someone to interview, don't trust your ability to remember what the person said – take a tape recorder. List in point form the facts that were provided by the person you interviewed. Which facts can you use for your report?





Compare your responses with those in the Appendix, Section 3: Enrichment.

Conclusion

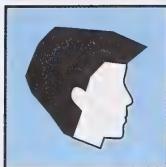
In this section, you learned the difference between writing to inform and writing to persuade. You looked at articles that attempted to educate readers about an issue, and you reviewed an article in which the writer expressed and tried to support his own point of view.

In the rest of the section, you worked through the five steps involved in writing a short report. You chose a topic of interest to you, and you narrowed your topic to a specific issue. You gathered materials about the issue and you arranged your material into an informative report. All that remains is to write the good copy of your report in the Assignment Booklet.

ASSIGNMENT

In your Assignment Booklet complete the assignment for this section.

Module Summary



Now that you have reached the end of this module you should be familiar with the following concepts and skills:

- the communication chain (sender – message – receiver)
- communication barriers (what they are and how they can be knocked down)
- the roles and responsibilities of a good sender and a good receiver
- the characteristics of a good speaker
- the characteristics of a good listener
- mass media (what it is and how it communicates with us)
- TV and advertising and their relationship with you, the viewer
- the difference between viewing and looking
- being a good eyewitness: overcoming barriers to effective viewing
- the importance of supporting your ideas with details
- writing what you know: using descriptive details from your own experience in your writing
- writing a short speech about a person: using details to support three or four connected ideas about the person's life and accomplishments
- writing to inform and writing to persuade
- writing a short report: finding information about a topic; narrowing a topic to a specific issue; and organizing material into an informative report

If there are any concepts that you do not understand, you should review the material on that concept before proceeding to the next module.

Appendix

	Glossary
	Activities
	Extra Help
	Enrichment

Glossary

Articulation	<ul style="list-style-type: none">• the ability to speak distinctly and effectively
Barrier to effective communication	<ul style="list-style-type: none">• anything that prevents a message from being received and understood
Ellipsis	<ul style="list-style-type: none">• three periods used to indicate that a word or several words within a quoted passage have been omitted
Topic sentence	<ul style="list-style-type: none">• a sentence that sums up the main idea of a paragraph

Suggested Answers

Section 1: Activity 1

- A letter could be lost in the mail before reaching the receiver. It could also be incorrectly addressed.
- Sometimes, when you make a phone call you get a bad connection. Your message can be lost due to static; you may get cut off altogether.
- Runway lights help to guide pilots when they are landing a plane. In a thick fog, the pilot would not be able to see the lights.

Section 1: Activity 2

1. You probably did not realize that you were supposed to be looking at the scene from overhead – a bird’s eye view. The artist gave you no help in deciding your point of view. The artist presented you with simple flat circles and a line – there was no attempt to make the picture three-dimensional, or lifelike. Can you think of other reasons?
2. Here are some typical problems people have when they must speak before a group:
 - nervousness, a feeling of doom
 - tenseness of muscles
 - shallow breathing
 - fear of forgetting what you want to say
 - a dull monotonous voice
 - not knowing what to do with your hands
 - not knowing where to look

Can you think of others?

3. You might say the following about a good speaker:
 - looks and sounds relaxed
 - talks to, not at, the audience
 - appears confident
 - has a controlled voice, which can be varied to express the emotion and ideas underlying the words
 - uses gesture to reinforce the message in the words

Any others?

4. Here are common habits of speech in a typical high school student:

- uses too many “word whiskers” such as “um,” or “uh”
- begins sentences with “Like”
- tends to turn statements into questions by ending the sentence with “you know”? or “know what I mean”? or “eh”?

Can you add anything?

It is good to be physically and facially expressive when you are speaking. You can use your hands to underline a point; you can show the emotions behind your words. But aimless, repetitive movement simply gets in the way of what is being said. The following are examples of distracting movements while speaking:

- slouching (suggests the speaker doesn’t care)
- rocking back and forth on your feet
- any form of fidgeting
- jingling change in pocket
- covering mouth with hand while speaking
- twirling an object or chewing on something
- looking everywhere but at the listener

Did you notice any others?

Section 1: Activity 3

1. a. **Look:** Looking at the speaker helps you to concentrate on what is being said. (It can also keep you from being distracted by other objects or movements around you.)
- b. **Ask questions:** This helps to establish rapport between you and the listener. It encourages the speaker because a good question shows the listener is paying attention.
- c. **Don’t interrupt:** This is simple courtesy. If you interrupt the speaker it suggests that the sentence he or she has started is not worth finishing. (If you let the speaker finish, you may find he or she says something different from what you thought was going to be said.)
- d. **Don’t change the subject:** Again, this is courtesy. If you change the subject abruptly, you are basically saying you don’t care about what the speaker has just said.
- e. **Emotions should be kept in check:** The speaker is offering an opinion and has a right to be heard. If you disagree, wait until the speaker has finished then explain why you disagree. If you react emotionally, you will start concentrating on your emotions rather than on the speaker’s words.

- f. **Responsiveness pays off:** When people are listening, they tend to show signs of understanding to the speaker – they will nod and smile or interject a word or two of agreement. So don't just sit there and stare at the speaker – it will suggest that you are uninterested, or worse, that you aren't listening to a word that's being said.
2. All of the cartoons have a message relating to animal rights. Each cartoon attacks the so-called need of people to destroy animals for their own pleasure or vanity. Each cartoon considers the issue from the point of view of the animals. That is, it isn't any pleasure for the animals.

Section 1: Activity 4

1. Mass media can inform, or entertain, or encourage you to buy something, or inspire you to look at things in a different way.

Can you think of other possibilities?

2.
 - a. the diver and the shark: The sight of a shark usually jolts a viewer with sudden dread. There is suspense at the possibility of conflict between the human and the shark. You wonder what will happen next.
 - b. ski-jumper: Here, there is exhilaration at the sight of someone hurling off the side of a hill. Will the skier land safely? Again, we want to see what happens next.
 - c. Big Bird from the children's show *Sesame Street*: This is a *big* creature. When he appears, he fills the screen. His size and bright colour makes children sit up and take notice. Also, because children relate to him so well, simply putting him onscreen jolts them into instant attention.

Section 1: Activity 5

1. Non-commercial TV pays for its programs in a variety of ways. Usually these stations are created by the government for the purpose of informing and educating the public. Therefore, they receive government grants. To supplement these grants, stations also try to raise donations from businesses, corporations, and private individuals. Non-commercial TV usually operates with far less money than a commercial station.
2.
 - a. The Gemini Warrior: Possibilities here might include a fast-paced, action-adventure series. Perhaps the hero or heroine can even be shown driving the car as he or she catches up to the bad guys.
 - b. Exotica beauty products: Since this product would probably have more appeal to women, you might want to look for a show which features beautiful women wearing the latest designer fashions – a prime-time soap opera, perhaps?

- c. Chipper's: Any family drama or comedy will do for this wholesome product. But since an evening at Chipper's always ends happily, it must be a show in which all loose ends are tied up neatly before the final credits.
3. There are many such shows. For example, advertisers like shows about good-looking people with up-beat personalities. So why not offer them characters who are unattractive, with beat-up personalities and bad complexions – who also swear too much. Or you might describe a family show where we get to see what a family really looks and sounds like in the morning. Advertisers don't mind problems in a show as long as the problem brings people together in order to find a solution. Your show might be about problems that drive people apart and which cannot be solved neatly in an hour. For example, you might show an alcoholic who does not admit to a problem and does not seek help and get cured in an hour. You might describe a show where the couple has purchased too much on credit and has to declare personal bankruptcy. You might describe a murder-mystery where the crime isn't solved. Any other ideas?
4. It appears that shows are created solely for their potential to earn a profit. For example, if the audience seems to like shows with scenes of violence, then TV executives create more shows with more violence. In sports, the rules and times of the games are often changed to make them more profitable for the TV networks.
5. According to the author, TV covers news and sporting events well. It also offers entertaining series shows, as well as some good films and made-for-TV movies.
6. According to the author, you watch TV because it serves your needs; the rewards you get from watching outweigh the many discomforts.

Section 1: Follow-up Activities

Extra Help

1. Make sure you discuss the drawings afterwards with your partner. In particular, look at places where the drawings don't match at all. Try to find out if the problem lies with the sender, or the listener, or both.
2. Responses will be personal. For example, you may find that you watch a lot of half-hour comedies. This may tell you that you are an easy-going person who likes to laugh. Or, if you like action-adventures, you might be the sort of person who craves excitement and suspense, who likes to identify with the cleverness and the physical feats of the main character.
3. Every communication has these components:

<ul style="list-style-type: none">• a stimulus• a communicator• an audience• a message	<ul style="list-style-type: none">• a situation• a medium• a purpose• a code
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Enrichment

1. Here is a good piece of advice for any speaking situation: give yourself a mission. Don't try just to survive the experience, but concentrate on doing one thing well. For example, you could try to look at your listeners, or you might try to gesture as you talk. Or you might concentrate on speaking slowly and clearly, or on emphasizing important words with your voice. You decide.
2. Don't let the questioners put you on the defensive. Remember, you are there to emphasize your group's strengths, not apologize for its weaknesses. Try to present your answers in a confident, straightforward way. If you can, videotape your press conference.
3. Would you remind your friend to
 - try to find out what things they have in common? It's easier to talk about things that both the communicator and the receiver of the message know and care about.
 - pay close attention to body language such as gestures and facial expressions?
 - avoid communication barriers? A communication barrier is anything that prevents the audience from receiving the message being communicated.
 - be a good listener? A good communicator is also a good listener.

Section 2: Activity 1

1. According to the story, there are many reasons why eyewitness testimony is unreliable:
 - People are not machines: they make mistakes.
 - Unconsciously, eyewitnesses try to please people in authority by choosing the person they think the police would like to charge.
 - External conditions (poor lighting, for example) can make identification difficult.
 - During a crime, people can become emotional and their judgement can be affected.
 - Physical factors (tiredness, poor eyesight) can affect judgement.
 - People's memories can play tricks over time (for example, the memory of a person's appearance can change).

Can you think of any others?

2. The following are suggestions for becoming a better viewer:

- Be calm; don't let your emotions interfere with judgement.
- Don't let yourself be distracted; keep your eyes on the scene you are viewing.
- Don't trust your memory: write down important details; draw a sketch or a diagram of the scene. You can also record important details by talking into a tape recorder as you are viewing or immediately afterwards.

If you are able to prepare for an important viewing event, you should consider these ideas:

- Eat beforehand. If you are hungry, you will tire easily and lose concentration, or you may become distracted by hunger pangs. If you suspect that an event will take a long time, bring a snack.
- Is it important to record the time when something occurred or the duration of an event? If so, make sure you have a watch or can clearly see a nearby clock.
- Will binoculars or a flashlight help you to see better? Bring along anything that you think may help you to view more effectively.
- Bring along a friend. Your friend may observe things that you fail to observe and may recall some details that you forgot.

Section 2: Activity 2

1. **Subjects:** The picture shows a young man and an older man (perhaps the younger man's father or grandfather). They are dressed very casually and appear to be passing the time in a relaxed fashion.
2. **Body language:** The two men sit close together (strangers, even acquaintances, probably wouldn't sit so close together); this suggests again that the two are father and son or grandfather and grandson. The young man sits very casually, suggesting he is at ease with the older man. The young man seems to be watching the old man work on a model of a canoe; perhaps the older man is teaching him how to make one. Both men appear to be looking and listening to someone out of the frame of the picture.
3. **Facial expressions:** It appears the person out of the frame has said or done something funny. The older man is smiling; the younger man appears to have brought his hand up to stifle a sudden laugh.

In short, everything in the picture seems to reinforce the idea of people spending their time in an enjoyable fashion.

4. The picture appears to be making a positive statement about love or togetherness:
 - **Subjects:** They appear to be close in age – perhaps they are boyfriend and girlfriend. They appear to pose willingly for the camera.
 - **Facial expressions:** They both have big smiles; they appear to be quite happy, both with each other and with life in general.
 - **Body language:** They both appear very relaxed, at ease with each other. The man is close behind the woman, with his hands on her shoulders. This suggests more than simple friendship.
5. “Aubrey was a large, loose boy with sallow skin, pale eyes, a nasal voice, and a frustrated character.” He was also described as “louty.”
6. He would lie in wait to pick on the author, who was younger and smaller. He would pretend to spit on the author and grind his fist in the author’s nose. At school, “he was always mauling, pushing, shoving the smaller kids.”

Section 2: Activity 3

The following are possible questions an audience might ask:

- What is the purpose of the award?
- Is it given for a single achievement, or for achievements over a long period of time?
- Why is this particular person being honoured?
- What is the recipient’s background? What sort of life has he or she lived?
- What are the speaker’s main accomplishments?
- What message does the audience receive from the person’s winning of the award?

Can you think of any others?

Section 2: Follow-up Activities

Extra Help

1. After you have finished, ask your partner the questions which you feel would help you see the person more clearly. Then have your partner show you a photograph of the person. How well does it compare with your mental image? If the person described were on trial, would you convict him or her based on your partner’s eyewitness description?
2. This exercise forces you to justify your interpretation of the character. It also gives you insight into the ways other people interpret details. You will probably find that something that you take for granted in a picture is interpreted quite differently by others.

Enrichment

1. Remember to give all the necessary facts of the case that will help the public. A good example of an introduction to a Crime Stoppers report can be found at the top of page 38 in *Fast Forward* .
2. Here is an example of a wanted poster: Wanted – Peter Polson: For offering the most ridiculous reason ever heard for being late for a scheduled activity. If you see this suspect, treat with extreme caution for he retains an arsenal of words and will offer any excuse – no matter how lame – to avoid arrest. Reward for capture: A new alarm clock (it was Peter's, but he never used it).

Section 3: Activity 1

1. Native people would suffer most, since many natives depend on trapping for their livelihood. But, really, anyone in Canada who traps fur-bearing animals would suffer a loss of income.

2.

In Favour of Limits	Against Any Limits
<ul style="list-style-type: none">• Use of a leg-hold trap is cruel.• Natives don't need to trap; they only do it for political purposes.• Possible loss of income is no defence against an animal's suffering.	<ul style="list-style-type: none">• It is crueler to allow animal populations to grow to the point where they outstrip the food supply and “eat each other up.”• Trapping is a way of a life and a source of income that trappers cannot afford to lose.• The people who oppose trapping are condescending; that is, they think they know best what is right for the animals and for the native people.

3. The author wanted to inform his reader about the debate surrounding the use of leg-hold traps to hunt fur-bearing animals. He wanted to show how the issue has spilled over Canada's borders to include politicians and activists in Europe. He wanted to give the reader both sides of the debate, so that the reader can see just how difficult it is to find a solution that will satisfy everyone.

4. a. One possible answer: In his article, Merrill Pannit tries to convince the reader that TV's real purpose is to maximize profits for the networks and their advertisers.
- b. Neil Bissoondath tries to show that there are different kinds of racism. Certain kinds are not necessarily harmful, but the kind that is harmful – true racism – should not be ignored. Its practitioners should be recognized for the bigots they are.

Section 3: Activity 2

1. The problem can be broken down into the following facts:
 - The Amazonian rainforest (1/3 of the world's total) is being destroyed at a rapid rate.
 - The Brazilian government has been against slowing down the rate of destruction.
 - The development of Brazil's economy puts pressure on the forest that remains.
 - A tremendous number of plant and animal species are at risk.
2. Brazil is in no hurry to stop the destruction because its president believes that
 - his country should be as free as North American countries once were in cutting down trees to further development
 - developing the rainforest is necessary to bettering the lives of his impoverished people
3. The problem affects the rest of the world because
 - Burning forests may be adding to the problem of global warming.
 - Destruction of the rainforests would eliminate half of the world's plant species.
4. Possible solutions include
 - Encourage everyone to donate money to buy parcels of rainforest to save it from destruction.
 - Encourage countries to offer financial inducements to Brazil to make them stop destroying the rainforest.

Section 3: Activity 3

- career opportunities: Information can be found at any Canada Employment office.
- social diseases: You could go to your local health clinic. Most clinics carry a wealth of pamphlets.
- the GST: You could call your district taxation office and have them mail you a pamphlet. Your local MP probably has information as well.

- substance abuse: Your local police force, or RCMP detachment, or AADAC office can probably help you with pamphlets or an interview.
- violence in hockey: Go down to your local hockey arena and survey some of the spectators, players, and coaches. You could do an interview, too.

Can you think of other possibilities?

Section 3: Follow-up Activities

Extra Help

1. If you have trouble finding two opposing sides, chances are your topic is too general. For example, a report on hockey is too general. However, violence in hockey is an issue that divides people. A report on drug abuse is too general (nobody is in favour of drug abuse). But if you focus on ways of dealing with drug abuse, you are bound to find differing opinions.
2. a. The paragraph is persuasive; the author has a point of view and expresses it. The author tries to persuade you to be careful when buying a used car or else you may buy a “lemon.” You are advised to do your homework before buying, so that you know what you want and won’t be persuaded to buy something you don’t want.
b. The paragraph is informative. The author is not trying to persuade you that a used car is better than a new car, or vice versa. He or she is simply presenting information – the pros and cons of buying either a new car or a used car. The writer wants you to make an informed choice.

Enrichment

1. The worth of a survey depends on the questions. Try not to ask only questions that lead to yes or no answers. Ask some questions that allow the respondent to voice an opinion or select a course of action.

If you can, work some of your survey results into your report. In particular, use results that reinforce facts. For example, “Eighty percent of people think something should be done about our garbage problem” is too general a result to be useful. A better example would be the following: “People are willing to pay more to have a healthier environment. In a recent survey, I found that eighty percent of people would be willing to pay a fee for every can of non-recyclable garbage if that money were put into recycling programs.”

2. After the interview, don’t feel you have to use everything the speaker said in your report. One or two sentences may be all you want to use. But remember to put any words you do use in quotation marks. Consult your writer’s handbook for more information about using quotations and quotation marks.



English 13

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